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AUTHOR	Hutnyak, Dana
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ABSTRACT

This teacher's instructional guide, which is part of a family and consumer sciences education series focusing on a broad range of employment opportunities, is intended to assist teachers responsible for teaching one- and two-year management programs for Texas high school students. The following are among the items included: (1) introductory materials (course description; overview of course design; list of facilities, equipment, and resources; information about Family, Career, and Community Leaders of America; instructions for using the guide); (2) pertinent Texas Essential Knowledge and Skills; (3) sample block plans and block planning master; (4) recommended instructional strategies; (5) supervised career connections experiences; (6) blended activities; (7) creative ideas for presenting the material; (8) list of 58 resources; and (9) 109 teaching aids. The following are among the topics covered in the program: the decision-making process; the goal setting process as a management tool; skills, characteristics, and responsibilities of leaders and effective team members; effective practices for managing time, energy, and money; personal risk management; environmental resource management; human resource

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management; multiple roles within the life span; management techniques requirements when assuming multiple roles; interpersonal skills in managing roles; components of responsible behavior; employability skills; and supervised career connections experience. (MN)

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Management

Teacher's Instructional Guide

Family and Consumer Sciences Education
Texas Education Agency
Austin, Texas

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Management

Teacher's Instructional Guide

Developed and disseminated by:
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The following individuals made special contributions to the development of this publication.

Texas Education Agency Family and Consumer Sciences Education Staff:

Gay Nell McGinnis
Program Director

Sharon Pierce
Program Specialist

Cindy Gruner
Program Specialist

Diane Salazar
Program Specialist

The Curriculum Center for Family and Consumer Sciences Staff:

Marilyn Wragg
Director

Debbie Mumme, PhD
Curriculum Project Coordinator and Primary Writer

Tracy Givens
Information Specialist II/Editor

Lynn Perrin
Associate Director

Karla Duckworth
Curriculum Project Coordinator

Becky Martinez
Editorial Assistant

Primary Contributor:

Dana Hutnyak
Family and Consumer Sciences Teacher
Tascosa High School
Amarillo, Texas

Review Committee:

Iva Beck
Family and Consumer Sciences Teacher
Lamesa High School
Lamesa, Texas

Jan Cowden
Parent
Nocona, Texas

4

Review Committee (continued):

Rita Huckert
Family and Consumer Sciences Teacher
Nazareth High School
Nazareth, Texas

Sarah Stevens
Family and Consumer Sciences Teacher
Lufkin High School
Lufkin, Texas

Janiece Lee
Family and Consumer Sciences Teacher
Rockdale High School
Rockdale, Texas

Dorothy Wolff
Family and Consumer Sciences Teacher
Hondo High School
Hondo, Texas

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Course Description

Management (MANAGEMT) **12206210**
Recommended Grade Placement: 10-12 Credit: 1/2
Recommended Prerequisite: None

This technical course encompasses material on the management process, management of resources, managing multiple roles within the life span, and career options and preparation. Content stresses knowledge and skills related to decision making, problem solving, and goal setting as management tools. Also addressed are effective practices for managing a wide range of sources including time, energy, environmental and financial resources; as well as technology, community, and human resources.

Overview of Course Design

The process of developing the essential knowledge and skills focused on bringing all Family and Consumer Sciences content up-to-date in reflecting cultural, societal, demographic, economic, and technological changes. Further, in order to accommodate the content additions and redirections necessary to achieve relevance, constraints on instructional time forced dropping content that, while "nice to know," is not "absolutely essential" in today's society. Following are examples of these and other new directions/ emphases not evident in the above description of this course.

Management:
focuses on components of money management
focuses on methods of personal financial risk management
focuses on personal, family, and community strategies for preserving the environment
focuses on responsibilities and rewards of various roles
focuses on conflicts and challenges of managing multiple family, community, and wage-earner roles
focuses on the effect of various community and career roles on personal and family life
focuses on cultural influences on the management of multiple family, community, and wage-earner roles
focuses on ways that assertiveness, conflict resolution, and negotiation skills can be utilized in managing family, community, and wage-earner roles
focuses on one's responsibilities to family, employer, community, and society
focuses on personal short-term and long-term goals that contribute to responsible behavior
focuses on strategies for demonstrating personal responsibility through community service
focuses on the impact of technology on management career opportunities

Facilities, Equipment, and Resources

This technical course utilizes an arrangement that accommodates development of Management essential knowledge and skills through locally selected instructional strategies. Although textbooks used for the previous Management course are available, they are dated and inadequate. Utilization of a rich variety of up-to-date resources and technologies, including computers, software, and the information super highway, is critical for enriched instructional effectiveness, relevance, and retention.

Family, Career, and Community Leaders of America

Family, Career, and Community Leaders of America (formerly Future Homemakers of America) activities can be most effectively structured to serve as one of the many methods of instruction used in the classroom (i.e., independent study, group work, role play, questioning). As a method of instruction, activities of the organization reflecting specific family and consumer sciences content are incorporated into the Management course. Chapter activities need to be designed to accommodate chapter projects, community needs, and the desires of the students involved.

FCCLA activities are included as integral parts of instruction within several components of this instructional guide. Each instance is denoted by the Family, Career, and Community Leaders of America emblem in the margin.

- **Instructional Strategies** – FCCLA activities are written into the individual strategy when the project or program is an integral part of that specific learning experience.
- **Instructional Strategies** – Suggested FCCLA activities are provided in a box at the end of the numbered set of strategies to generate additional ideas for projects and programs that are relevant to the overall Texas Essential Knowledge and Skills (TEKS) statement, but not tied to a specific strategy.
- **Supervised Career-connections Experiences** – Throughout the course, FCCLA projects and programs are suggested that, depending on depth and extent, could constitute a supervised career-connections experience.
- **Blended Activities** – A separate page has been included in this section to provide ideas for FCCLA projects and programs that address multiple Texas Essential Knowledge and Skills.

As a method of instruction rather than the sole point of instruction, Family, Career, and Community Leaders of America programs and projects will be present in instruction but not itemized in block plans. A chapter's organizational structure and the teacher's approach to utilizing the organization as a method of delivering course content will influence whether to have chapter activities once a week, once a month, or have some activity related to the content filtered into the curriculum on a more regular basis.

Resources available from the organization's national headquarters to assist with starting a chapter and integrating it into the curriculum are the *Co-Curricular Guide* and *FCCLA Handbook*. Additional national resources helpful to family and consumer sciences teachers and students include handbooks for the various national programs, such as *Career Connection* and *Leaders at Work*.

How to Use the Instructional Guide

You will be able to utilize the *Management Teacher's Instructional Guide* most effectively if you first understand all components and how they work together. Read through the Table of Contents and familiarize yourself with the various components of the instructional guide. Following are descriptions and suggestions for utilizing components within each section to maximize instructional effectiveness.

INTRODUCTION

Read the Introduction for information specific to the course on
- Course Description
- Overview of Course Design
- Facilities, Equipment, and Resources
- Family, Career, and Community Leaders of America

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)

Familiarize yourself with the TEKS for Management. A copy of the Texas Administrative Code, Chapter 122.62, is provided in this document for your convenience.

The Texas Essential Knowledge and Skills are presented in a two-column format. In the left column are the numbered general knowledge and skills statements, [i.e., (1), (2), (3)]. In the right column are the related statements of expected student performance, sometimes referred to as knowledge and skills expectations [i.e., (A), (B), (C)]. Two pages have been allotted in the **Instructional Strategies** section for instructional strategies addressing each statement of expected student performance. Additional strategies that simultaneously address multiple statements of expected student performance are included in the **Supervised Career-connections Experiences** and **Blended Activities** sections of the instructional guide.

BLOCK PLANS

The block plans are included strictly as one example of how each course might be carried out in the available instructional time. It is intended that the block plans will serve only as an aid to teachers in planning instruction for the Texas Essential Knowledge and Skills for the course.

There will be many instances where time allotments as shown on the block plans will vary from time allotments as planned in your classroom. Factors impacting actual allotment include class size, length of class period, the school calendar, and local district policies. Also, time allotment will vary according to selected instructional strategies and the degree of emphasis placed on specific strategies and TEKS.

Local districts are encouraged to use the blank block forms found in this section to customize plans to accommodate other scheduling arrangements or to otherwise meet individual needs.

INSTRUCTIONAL STRATEGIES

Several instructional strategies are provided for each statement of expected student performance. It is not expected that you would use all strategies, but that you would select from the options those that best meet the needs of your students.

One of your greatest challenges in teaching the new TEKS is that of providing students with updated content information. Information changes so rapidly, and sources of information are so varied, that it is inappropriate and virtually impossible for the instructional guide to narrowly define much of the actual content. While some instructional strategies have built in obvious sources of information input, it is important for you to consciously seek and provide sources of information for each knowledge and skills expectation. The *Teacher's Instructional Guide* provides direction for resources and some background information sheets for both student and teacher use. Keeping abreast of content information can be accomplished through professional development, curriculum resources, professional organizations, and personal study. It is vital for all teachers continually to bring course content up-to-date.

The most important consideration is that students be enabled to meet each knowledge and skills expectation. Ask yourself continually, "How can I provide instruction so that students will know and be able to do what is expected?" As you analyze the student expectation provided in the shaded box at the top of each set of strategies, be sure to put that statement in the context of the general knowledge and skills statement.

> *For example, TEKS 1A states: The student is expected to analyze the various steps in the decision-making process. Remember that TEKS 1A, 1B, 1C, 1D, and 1E all fall under TEKS 1: The student utilizes the decision-making process to enhance the quality of life.*

To help you frame this important connection, thirteen divider pages have been inserted within the instructional strategies – one before each new numbered TEKS statement.

The **Instructional Strategies** section has been designed to teacher specifications – to facilitate ease of use and to provide as much needed information as possible. The following aids have been built into the format.

Notes Column

The Notes column on the outside of each page was designed to provide space for your own notes and to display information and icons that point out the following:

• where Teaching Aids provided in the guide have been used within the strategies	*TA 1* ***Information on Decision Making***
• strategies which correlate with exit level TAAS objectives and academic principles for reading, writing, mathematics, science, and social studies	TAAS WRITING
• strategies that utilize technology applications	🖥
• opportunities for integration of FCCLA programs and projects within specific strategies	FCCLA

Strategy Headers

Each instructional strategy has been given a number and header designation so that you can easily locate and reference specific strategies and tell at a glance what general methodology is involved. In addition, the light bulb icon beside a header indicates that creative techniques related to the methodology are suggested in the **Creative Ideas** section.

Following are examples of headers used, with brief explanations or comments where titles may not be self-explanatory. The **Creative Ideas** section provides elaboration on many of these techniques.

- **AUDIOTAPE**
- **BRAINSTORMING** (see the Creative Ideas section)
- **CASE STUDY** (see the Creative Ideas section)
- **CLASS DISCUSSION**
- **DEBATE** (see the Creative Ideas section)
- **DEMONSTRATION**
- **EDUCATIONAL TOUR**
- **GAME** (see the Creative Ideas section)
- **GROUP ACTIVITY** (see the Creative Ideas section)
- **GUEST SPEAKER** (see the Creative Ideas section)
- **INDIVIDUAL ACTIVITY**
- **INTERNET SEARCH/ACTIVITY** (see the Creative Ideas section)
- **INTERVIEW**
- **LABORATORY EXPERIENCE**
- **OBSERVATION**
- **ORAL PRESENTATION** (see the Creative Ideas section)
- **PANEL DISCUSSION** (see the Creative Ideas section)
- **PROBLEM SOLVING**
- **PROJECT**
- **RESEARCH** – The header usually designates the systematic search for and collection of information about a particular subject, although some activities may involve more extensive research methods or more formal research projects.
- **ROLE PLAY**
- **SCENARIO** (see the Creative Ideas section)
- **SKIT**
- **SURVEY**
- **SYMPOSIUM** – In a symposium format, several persons present short, prepared speeches to a group on various aspects of a topic. Members of the group may ask questions after presentations are made. For example, three or four students research a particular topic and present information to the class; class members then dialogue with the presenters through questioning following the presentation.
- **TEAMWORK** (see the Creative Ideas section)
- **VIDEOTAPE** – Few videotapes are referenced by name other than those available from The Curriculum Center for Family and Consumer Sciences; these are suggested as samples because they have been previewed for content and appropriateness. Teachers are encouraged to utilize additional videotapes they have personally previewed for appropriateness.
- **VISUAL DISPLAY** (see the Creative Ideas section)
- **WRITTEN EXERCISE**

Resources

Space is provided at the end of each set of strategies for resources pertinent to each knowledge and skills expectation. Specific books, periodicals, agencies and organizations, videotapes, and Web sites are often listed, and space is provided for you to list additional resources.

A complete bibliography of all resources is provided under the tabbed divider, **Resources**.

SUPERVISED CAREER-CONNECTIONS EXPERIENCES

Examples of career-connections experiences for students enrolled in the Management course are provided. The "Note to the Teacher" on the introductory page to this section provides additional information about supervised career-connections experiences. Teaching Aid 58, ***Activity Assessment***, has been provided as an example of an assessment tool for experiences such as these.

BLENDED ACTIVITIES

Blended activities are teaching and learning strategies that encompass several knowledge and skills expectations. These activities promote student learning of multiple TEKS simultaneously through hands-on, project-based, and/or problem-solving activities.

Blended activities provide extension and application of the basic knowledge and skills developed in strategies that address each individual student expectation. Some also serve as a means of authentic assessment. Teaching Aid 58, ***Activity Assessment***, is also appropriate for many blended activities.

Included in the **Blended Activities** section are suggestions for FCCLA projects and programs that address multiple knowledge and skills expectations.

CREATIVE IDEAS

The rationale for this section, and guidelines for use, are provided on the section introductory page. Please read the **Creative Ideas** section! It provides many ideas for promoting active learning, as well as suggestions for saving teacher time and enhancing student learning and skills development.

TAAS OBJECTIVES AND PROFICIENCY

In response to teacher requests, a tabbed divider has been provided as a placeholder for filing updated TAAS objectives. This convenience, along with the icons for reading, writing, mathematics, science, and social studies in the Notes column of Instructional Strategy pages, will help you reinforce important academic concepts related to Management content.

RESOURCES

The resource section includes a bibliography of resource ideas generated by writers and reviewers of the document. Resources, which are listed alphabetically, include books, periodicals, agencies and organizations, videotapes, and Web sites.

A separate divider/section has been provided so you can add additional resources that you locate or obtain through professional development sessions.

TEACHING AIDS

In response to popular demand, teaching aids include transparency masters, student information sheets, activity sheets, assessment devices, and other tools to facilitate instruction (and save teacher development time!).

Chapter 122. Texas Essential Knowledge and Skills for Home Economics Education

Subchapter G. Consumer and Resource Management, High School

Statutory Authority: The provisions of this Subchapter G issued under the Texas Education Code, §28.002, unless otherwise noted.

§122.61. Implementation of Texas Essential Knowledge and Skills for Home Economics Education, Consumer and Resource Management, High School.

The provisions of Chapter 122, Subchapters B-K, shall supersede §75.83 of this title (relating to Vocational Home Economics) beginning September 1, 1998.

Source: The provisions of this §122.61 adopted to be effective September 1, 1998, 22 TexReg 5031.

§122.62. Management (One-Half Credit).

(a) General requirements. This technical course is recommended for students in Grades 10-12.

(b) Introduction. Consumer and resource management focuses on consumer practices and responsibilities, the management process, decision-making skills, career preparation, and the impact of technology on individual and family life. Individuals utilize acquired knowledge and skills to develop consumer and financial management expertise, occupational competence, and proficiency in managing multiple roles.

(c) Knowledge and skills.

(1) **Management tools.** The student utilizes the decision-making process to enhance the quality of life.

The student is expected to:

(A) analyze the various steps in the decision-making process;

(B) explain how personal decision making is affected by sociological, emotional, cultural, socioeconomic, and family influences;

(C) determine the role of responsibility and personal priorities in the decision-making process;

(D) describe the role of planning in effective utilization of the decision-making process; and

(E) utilize the decision-making process in solving problems and managing peer pressure.

(2) **Management tools.** The student applies the goal-setting process as a management tool.

The student is expected to:

(A) identify various categories of goals;

(B) explain how goals change throughout the life cycle;

(C) analyze factors that influence goal setting;

(D) describe the role of planning in effective utilization of the goal-setting process; and

(E) utilize the goal-setting process.

(3) **Management tools.** The student demonstrates skills, characteristics, and responsibilities of leaders and effective team members.

The student is expected to:

(A) utilize parliamentary procedure as a management tool; and

(B) practice problem solving through leadership and teamwork skills.

(4) **Management of resources.** The student applies effective practices for managing time, energy, and money resources.

The student is expected to:

(A) create a daily time and work plan to accomplish goals;

(B) demonstrate strategies for effective time and energy management;

(C) determine the importance of time, energy, and money management;

(D) identify the components of money management;

(E) determine influences of societal, economic, and changing demographic factors on the management of time, energy, and money;

(F) describe the use of technology as a life management resource; and

(G) describe community resources enabling individuals to better manage time, energy, and money.

(5) **Management of resources.** The student distinguishes methods of personal risk management.

The student is expected to:

(A) determine strategies for coping with financial emergencies;

(B) identify various types of insurance and their role in personal risk management; and

(C) analyze investment and retirement options and their role in personal risk management.

(6) **Management of resources.** The student utilizes effective environmental resource management practices.

The student is expected to:

(A) identify environmental resources, issues, and preservation practices;

(B) determine the effect of environmental neglect on economics, health, safety, and quality of life;

(C) propose personal, family, and community strategies for preserving the environment; and

(D) demonstrate home and employment practices for preserving personal safety and the environment.

(7) **Management of resources.** The student determines effective strategies for human resource management.

The student is expected to:

(A) identify examples of human resources;

(B) demonstrate the use of delegation and division of tasks as techniques for managing human resources; and

(C) determine strategies for managing human resources in personal, family, career, and community settings.

(8) **Management of multiple roles.** The student predicts the implications of assuming multiple roles within the life span.

The student is expected to:

(A) identify roles common within the life span;

(B) analyze changes in personal and family priorities within the life span;

(C) summarize responsibilities and rewards of various roles;

(D) describe conflicts and challenges of managing multiple family, community, and wage-earner roles;

(E) determine how family life is impacted by the effectiveness of managing multiple family, community, and wage-earner roles; and

(F) determine how occupational performance is impacted by the effectiveness of managing multiple family, community, and wage-earner roles.

(9) **Management of multiple roles.** The student utilizes management techniques required when assuming multiple family, community, and wage-earner roles.

The student is expected to:

(A) determine the effect of various community and career roles on personal and family life;

(B) analyze cultural influences on the management of multiple family, community, and wage-earner roles;

(C) propose management strategies for effectively managing multiple roles; and

(D) propose effective techniques for managing stress.

(10) **Management of multiple roles.** The student utilizes interpersonal skills in managing family, community, and wage-earner roles.

The student is expected to:

(A) practice techniques for effective communication;

(B) determine the relationship of personal priorities to family and employment needs;

(C) utilize conflict resolution, assertiveness, and negotiation techniques; and

(D) determine ways that assertiveness, conflict resolution, and negotiation skills can be utilized in managing family, community, and wage-earner roles.

(11) **Career preparation.** The student analyzes components of responsible behavior.

The student is expected to:

(A) analyze one's responsibilities to family, employer, community, and society;

(B) identify personal short-term and long-term goals that contribute to responsible behavior; and

(C) propose strategies for demonstrating personal responsibility through community service.

(12) **Career preparation.** The student analyzes management as an employability skill fundamental to all careers as well as being an occupational field itself.

The student is expected to:

(A) explain the importance of effective management skills for enhancing job performance;

(B) determine employment and entrepreneurial opportunities and preparation requirements in the field of management;

(C) demonstrate effective verbal, nonverbal, written, and electronic communication skills;

(D) demonstrate effective techniques to secure, maintain, and terminate employment;

(E) practice positive human-relations skills;

(F) appraise the impact of technology on management career opportunities; and

(G) appraise the impact of societal, cultural, and changing demographic factors on management career opportunities.

(13) **Career preparation.** The student completes a supervised career-connections experience applying knowledge and skills developed in the study of management.

The student is expected to:

(A) determine home and business applications of knowledge and skills developed in the study of management; and

(B) utilize a career-connections experience to demonstrate occupational applications of competencies developed in the study of management.

Explanation of Block Plans

NOTE TO THE TEACHER

The block plans are included strictly as one example of how each course might be carried out in the available instructional time. It is intended that the block plans will serve only as an aid to teachers in planning instruction for the Texas Essential Knowledge and Skills for the course.

There will be many instances where time allotments as shown on the block plans will vary from time allotments as planned in your classroom. Factors impacting actual allotment include class size, length of class period, the school calendar, and local district policies. Also, time allotment will vary according to selected instructional strategies and the degree of emphasis placed on specific strategies and TEKS.

Local districts are encouraged to use the blank block forms found in this section to customize plans to accommodate other scheduling arrangements or to otherwise meet individual needs.

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Management

Sample Six Weeks Plan
55 minute periods

1st Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	*Course Introduction* **13A and 13B** *Introduction to career-connections experiences*	***EKS #1 Decision-making Process To Enhance The Quality of Life*** **1A** *Steps in the decision-making process*	**1B** *Personal decision making is affected by sociological, emotional, cultural, socioeconomic, and family influences*		**1C** *Role of responsibility and priorities* **11A** *Responsibilities to family, employer, community, and society*
Week 2	**1C** **11A** *Continued*	**1D** *Role of planning in effective utilization of the decision-making process*	**1E** *Decision-making process in solving problems and managing peer pressure*		
Week 3	***EKS #2 Goal-setting Process as a Management Tool*** **2A** *Various categories of goals*	**2B** *How goals change throughout the life cycle*	**2C** *Factors that influence goal setting* →		
Week 4	**2D** *Role of planning in effective utilization of the goal-setting process*	***EKS #11 Components of Responsible Behavior*** **2E** *Utilization of the goal-setting process* **11B** *Personal short-term and long-term goals that contribute to responsible behavior*			***EKS #3 Effective Leaders and Team Members*** **3A** *Parliamentary procedure as a management tool*
Week 5	**3A** *Continued*	**3B** *Problem solving through leadership and teamwork skills*		**12E** *Positive human-relations skills*	
Week 6	**11C** *Strategies for demonstrating personal responsibility through community service*			*Review*	*Test*

Management

Sample Six Weeks Plan
55 minute periods

2nd Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #4 Effective Practices for Managing Time, Energy, and Money Resources*** **4C** *Importance of time management* **4E** *Influences on time management*	**4B** *Strategies for effective time management*	**4C** *Importance of energy management* **4E** *Influences on energy management*	**4B** *Strategies for effective energy management*	**4A** *Daily time and work plan to accomplish goals*
Week 2	**4C** *Importance of money management* **4E** *Influences on money management*	**4D** *Components of money management* →			
Week 3	**4D** *Continued*	***EKS #5 Methods of Personal Risk Management*** **5A** *Strategies for coping with financial emergencies*	**5B** *Various types of insurance and their role in personal risk management*		**5C** *Investment and retirement options and their role in personal risk management*
Week 4	**4F** *Use of technology as a life management resource*	**4G** *Community resources enabling individuals to better manage time, energy, and money*	***EKS #7 Effective Strategies for Human Resource Management*** **7A** *Examples of human resources*	**7B** *Use of delegation and division of tasks as techniques for managing human resources*	**7C** *Strategies for managing human resources in personal, family, career, and community setting*
Week 5	**7C** *Continued*	***EKS #6 Effective Environmental Resource Management Practices*** **6A** *Environmental resources, issues, and preservation practices*	**6B** *Effect of environmental neglect on economics, health, safety, and quality of life*		**6C** *Personal, family, and community strategies for preserving the environment*
Week 6	**6C** *Continued*	**6D** *Home and employment practices for preserving personal safety and the environment*		*Review*	*Test*

Management

Sample Six Weeks Plan
55 minute periods

3rd Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #8 Implications of Assuming Multiple Roles Within the Life Span*** **8A** *Roles common within the life span* **8B** *Changes in personal and family priorities* **8C** *Responsibilities and rewards of various roles* →				
Week 2	**8D** *Conflicts and challenges of managing multiple family, community, and wage-earner roles* **8E** *How family life is impacted by the effectiveness of managing multiple family, community, and wage-earner roles* **8F** *How occupational performance is impacted by the effectiveness of managing multiple family, community, and wage-earner roles*				
Week 3	***EKS #10 Interpersonal Skills in Managing Family, Community, and Wage-earner Roles*** **10A** *Techniques for effective communication* **12C** *Effective communication skills*		**10C** *Conflict resolution, assertiveness, and negotiation techniques* **10D** *Ways that these skills can be utilized in managing roles*		
Week 4	***EKS #9 Management Techniques Required When Assuming Multiple Family, Community, and Wage-earner Roles*** **9A** *Effect of various community and career roles on personal and family life*	**9B** *Cultural influences*	**10B** *Relationship of personal priorities to family and employment needs*	**9C** *Management strategies for effectively managing multiple roles*	**9D** *Effective techniques for managing stress*
Week 5	***EKS #12 Management as an Employment Skill*** **12B** *Employment and entrepreneurial opportunities and preparation requirements*	**12D** *Effective techniques to secure, maintain, and terminate employment*		**12A** *Importance of effective management skills for enhancing job performance*	**12F** *Impact of technology on management career opportunities*
Week 6	**12G** *Impact of factors on management career opportunities*	***EKS #13 Career-connections Experience*** **13A and B** *Culmination of career-connections experiences*		*Review*	*Exam*

Management

Sample Six Weeks Plan
90 minute periods

1st Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	*Course Introduction* **13A and 13B** *Introduction to career connections experiences* **1A** *Steps in the decision-making process*		***EKS #1 Decision-making Process*** **1B** *Influences on personal decision making*	**1C** *Role of responsibility and priorities* **11A** *Responsibilities to family, employer, community, and society*	
Week 2		**1D** *Role of planning* **1E** *Decision-making process in solving problems and managing peer pressure*		**1E** *Continued*	
Week 3	***EKS #2 Goal-setting Process as a Management Tool*** **2A** *Various categories of goals* **2B** *How goals change throughout the life cycle*		**2C** *Factors that influence goal setting*		**2C** *Continued*
Week 4		**2D** *Role of planning in effective utilization of the goal-setting process*		***EKS #11 Components of Responsible Behavior*** **2E** *Utilization of the goal-setting process* **11B** *Personal short-term and long-term goals that contribute to responsible behavior*	
Week 5	***EKS #3 Effective Leaders and Team Members*** **3A** *Parliamentary procedure as a management tool*		**3B** *Problem solving through leadership and teamwork skills*		**12E** *Positive human-relations skills*
Week 6		**11C** *Strategies for demonstrating personal responsibility through community service*		*Review* *Test*	

Management

Sample Six Weeks Plan
90 minute periods

2nd Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #4 Effective Practices for Managing Time, Energy, and Money Resources*** **4B** *Strategies for effective time management* **4C** *Importance of time management* **4E** *Influences on time management*		**4B** *Strategies for effective energy management* **4C** *Importance of energy management* **4E** *Influences on energy management*		**4A** *Daily time and work plan to accomplish goals*
Week 2		**4C** *Importance of money management* **4D** *Components of money management* **4E** *Influences on money management*		**4D** *Continued*	
Week 3	***EKS #5 Methods of Personal Risk Management*** **4D** *Continued* **5A** *Strategies for coping with financial emergencies*		**5B** *Various types of insurance and their role in personal risk management*		**5B** *Continued* **5C** *Investment and retirement options and their role in personal risk management*
Week 4		**4F** *Use of technology as a life management resource* **4G** *Community resources enabling individuals to better manage time, energy, and money*		***EKS #7 Effective Strategies for Human Resource Management*** **7A** *Examples of human resources* **7B** *Use of delegation and division of tasks as techniques for managing human resources*	
Week 5	**7C** *Strategies for managing human resources in personal, family, career, and community settings*		***EKS #6 Effective Environmental Resource Management Practices*** **6A** *Environmental resources, issues, and preservation practices* **6B** *Effects of neglect*		**6C** *Personal, family, and community strategies for preserving the environment*
Week 6		**6D** *Home and employment practices for preserving personal safety and the environment*		*Review* *Test*	

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Management

Sample Six Weeks Plan
90 minute periods

3rd Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #8 Implications of Assuming Multiple Roles Within the Life Span***				
	8A *Roles common within the life span* **8B** *Changes in personal and family priorities* **8C** *Responsibilities and rewards of various roles*		**8A** **8B** **8C** *Continued*		**8A** **8B** **8C** *Continued*
Week 2		**8D** *Conflicts and challenges* **8E** *How family life is impacted* **8F** *How occupational performance is impacted*		**8D** **8E** **8F** *Continued*	
Week 3	***EKS #10 Interpersonal Skills in Managing Family, Community, and Wage-earner Roles***				
	10A *Techniques for effective communication* **12C** *Effective communication skills*		**10C** *Conflict resolution, assertiveness, and negotiation techniques* **10D** *Ways that these skills can be utilized in managing roles*		**10C** **10D** *Continued*
Week 4		***EKS #9 Management Techniques Required When Assuming Multiple Family, Community, and Wage-earner Roles***			
		9A *Effect of various community and career roles on personal and family life* **9B** *Cultural influences*		**9C** *Management strategies for effectively managing multiple roles* **9D** *Effective techniques for managing stress* **10B** *Relationship of personal priorities to family and employment needs*	
Week 5	***EKS #12 Management as an Employment Skill***				
	12B *Employment and entrepreneurial opportunities and preparation requirements* **12F** *Impact of technology on management career opportunities*		**12A** *Importance of effective management skills for enhancing job performance* **12D** *Effective techniques to secure, maintain, and terminate employment*		**12G** *Impact of factors on management career opportunities*
Week 6		***EKS #13 Career-Connections Experience*** **13A and 13B** *Culmination of career-connections experiences*		*Review* *Exam*	

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Sample Six Weeks Plan
55 minute periods

________ Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					

Sample Six Weeks Plan
90 minute periods

________ Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1		▨		▨	
Week 2	▨		▨		▨
Week 3		▨		▨	
Week 4	▨		▨		▨
Week 5		▨		▨	
Week 6	▨		▨		▨

Management

Knowledge and Skills.

(1) Management tools.

The student utilizes the decision-making process to enhance the quality of life.

The student is expected to:

(A) analyze the various steps in the decision-making process;

(B) explain how personal decision making is affected by sociological, emotional, cultural, socioeconomic, and family influences;

(C) determine the role of responsibility and personal priorities in the decision-making process.

(D) describe the role of planning in effective utilization of the decision-making process; and

(E) utilize the decision-making process in solving problems and managing peer pressure.

1A- The student is expected to analyze the various steps in the decision-making process.

Throughout the Management course, it is important to emphasize the interrelatedness of the management process to decision making, goal setting, and problem solving.

1) CLASS DISCUSSION/CASE STUDY

Lead students to brainstorm the kinds of decisions that are made daily by teenagers. Using Teaching Aid 1, ***Information on Decision Making*** and Teaching Aid 2, ***Steps in Decision Making***, lead students to discuss how the decision-making process is used to enhance the quality of life.

Read the case studies depicted in Teaching Aid 3, ***Teens in Chaos***, to the class. Guide students to analyze the decisions that have been made.

KEY QUESTIONS

- What kinds of decisions were each of the characters facing?
- How were each of the main characters in the case studies dealing with their decisions?
- How did each of the main characters follow the decision-making process?

2) GROUP ACTIVITY/SCENARIO

Divide the class into groups. Have students write a scenario about a day in the life of a typical teenager. Ask each group to include several decisions that the teen has to make. Have the teen utilize the steps in the decision-making process. Have each group share their scenario with the class and analyze the steps taken by the teen in following the decision-making process.

KEY QUESTIONS

- What was the first step taken by each of the characters in making a decision?
- What were some of the alternatives that the characters considered in making their decisions?
- Why did the characters choose the selected alternative?
- How were each of the decisions acted upon?
- How were each of the decisions evaluated?

NOTES

TA 1	***Information on Decision Making***
TA 2	***Steps in Decision Making***
TA 3	***Teens in Chaos***

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NOTES

3) ROLE PLAY/CLASS DISCUSSION

Have students list the kinds of decisions made by teens on a graffiti wall (large sheets of paper or poster board). Divide the class into small groups, and have each group select a decision to role play from the graffiti wall. Have each group develop a role play to share with the class. Students need to include the steps in the decision-making process.

KEY QUESTIONS

- Why is it important to identify the decision to be made or the problem to be solved as the first step?
- How does identifying a problem help a person make a better decision?
- How can listing all possible alternatives benefit the decision-making process?
- How does one determine the best alternative?
- What happens when a person acts on the decision?
- What are the consequences of making the wrong decision?
- What are the benefits of making the correct decision?
- How can evaluating major decisions help in making future decisions?

TA 4a-b
Decision Making in Daily Life

TAAS WRITING

4) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Using Teaching Aids 4a-b, ***Decision Making in Daily Life***, have students write a situation in which a teen might have to make an important decision and then complete the questions. Students should be prepared to share their identified problem and answers.

FCCLA

FCCLA ACTIVITIES

- Power of One: A Better You
- STAR Events: Illustrated Talk; Skills for Life

Management Process
- ***Planning***
- ***Controlling***
- ***Implementing***
- ***Evaluating***

RESOURCES

BOOKS

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 8B, "Goal Setting and Decision Making."

Kansas State Board of Education, 1994. *Balancing Work and Family*.

1B- The student is expected to explain how personal decision making is affected by sociological, emotional, cultural, socioeconomic, and family influences.

NOTES

1) BRAINSTORMING/CLASS DISCUSSION

SOCIAL STUDIES

Lead students to brainstorm the kinds of decisions recently made by a family member or friend. Discuss with students influences affecting personal decision making (e.g., sociological, emotional, cultural, socioeconomic, and family).

KEY QUESTIONS

- What are some factors that influence decision making?
- What factors influenced the person's decision making?
- What influences a person in choosing the best alternative?
- How might the best alternative for one person be different from the best alternative for another?
- How can personal decision making be affected by sociological influences? emotional influences? cultural influences? socioeconomic influences? family influences?

2) GROUP ACTIVITY

SOCIAL STUDIES

Divide the class into five groups. Assign each group one of the influences that may affect personal decision making (i.e., sociological, emotional, cultural, socioeconomic, and family). Have each group discuss possible scenarios in which the assigned influence might affect personal decision making.
Examples might include:

- Sociological — What is a decision a parent might make concerning the curfew of a teenager? How would the decision compare if the teenager made the decision?
- Emotional — If you are tired and hungry, what decisions do you make when grocery shopping? If you had just eaten and are feeling rested, what kind of food choices would you make at the grocery store?
- Cultural — How does the mate selection decision of a female from India differ from the mate selection decision of a female from the United States?
- Socioeconomic — How might the transportation decision of a middle-class teen compare with that of a lower income family?
- Family — How do the Friday night social decisions of a teen with strict parents differ from the Friday night decisions of a teen with more permissive parents?

Have each group share their examples with the class through some type of visual display or oral presentation.

NOTES

TA 5a-b
On the Trail of a Teen

3) SURVEY

Using Teaching Aids 5a-b, ***On the Trail of a Teen***, have students complete the survey. Have students share the results and responses with the class. Students could compile the results into a chart or an article for the school newspaper.

4) VIDEOTAPE/CLASS DISCUSSION

View video clips from various television shows (e.g., *Seventh Heaven, The Cosby Show, Life Goes On*) that depict individuals making personal decisions that are affected by sociological, emotional, cultural, socio-economic, and family influences. Identify which decisions are affected by sociological influences, etc.

FCCLA ACTIVITIES

- Power of One: A Better You; Family Ties
- STAR Events: Illustrated Talk; Skills for Life

RESOURCES

BOOKS

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 8B, "Goal Setting and Decision Making."

Kansas State Board of Education, 1994. *Balancing Work and Family*.

1C- The student is expected to determine the role of responsibility and personal priorities in the decision-making process.

NOTES

1) CLASS DISCUSSION

Have students define the terms *priorities* and *responsibility*. Lead students to discuss the role of responsibility and personal priorities in the decision-making process.

KEY QUESTIONS

- What is the role of responsibility in the decision-making process?
- What role do personal priorities play in the decision-making process?
- Why do people differ in the alternatives they choose?
- What are some priorities that influence people to make decisions?
- How do these priorities differ from individual to individual?

2) VISUAL DISPLAY

Set up a display of upright dominoes. Ask students how one decision can have a domino effect in terms of consequences. Have students select both positive and negative examples of various decisions and brainstorm the many implications of each decision. As students brainstorm, have them consider effects of decisions not only on themselves, but also on the environment, and on society. Bring home the point by pushing over the first domino and letting the others fall. For a more impressive effect, let a few students design an intricate pattern of dominoes prior to the strategy.

3) CLASS DISCUSSION

Using Teaching Aid 6, ***Responsible Decision Making***, discuss with students that many decisions are based on one's responsibilities to others and personal priorities.

TA 6 Responsible Decision Making

KEY QUESTIONS

- What are some decisions made because of one's responsibilities to others?
- What are some roles in life in which decisions are made because of one's responsibilities to others?
- What happens if decisions are not made to fulfill responsibilities to others? the environment? society?
- How can an individual make more responsible decisions?
- What are some things that can be done to help ensure that decisions are made which will fulfill one's responsibilities?

NOTES

TA 7 ***Survey on Decision Making***

4) INTERVIEW/VISUAL DISPLAY

Have each student interview two individuals who have responsibility for others or things. Students may use Teaching Aid 7, ***Survey on Decision Making***, to gather information.

Utilizing the information from the interviews, have students draw a picture of the people they interviewed. The students could also use pictures from magazines or newspapers. The picture should show the people making decisions. At the bottom of the picture, write captions that tell why the person is making the decisions made. The captions should reflect priorities and responsibilities that influence decision making.

RESOURCES

BOOKS

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 8B, "Goal Setting and Decision Making."

Kansas State Board of Education, 1994. *Balancing Work and Family*.

1D- The student is expected to describe the role of planning in effective utilization of the decision-making process.

1) CLASS DISCUSSION

Lead students to discuss the role of planning in effective utilization of the decision-making process. Point out that some decisions are simple and do not require much thought. However, some decisions are larger and require much thought and the result of the decision may be an event or action that requires planning to be successful. Have the students review the steps in the planning process by reading Teaching Aids 8a-b, ***Planning Process Information Sheet***.

NOTES

TA 8a-b
Planning Process Information Sheet

KEY QUESTIONS
- What is the role of planning in the decision-making process?
- What does the planning process involve?
- Why do some decisions require a great deal of planning and some decisions require little or no planning?

2) GAME

Divide the class into groups of four or five students. Give each group a stack of newspapers (3-4 inches thick) and a roll of masking tape. Instruct students to build a bridge that a large can (e.g., coffee, juice, shortening) can pass under and sit upon. Give the students approximately five to ten minutes to construct the bridge and then test each bridge for height and sturdiness.

Repeat the entire activity again. This time instruct the groups to develop a written plan for the construction of the bridge. Have students identify activities necessary to build the bridge, arrange the activities in a logical sequence, identify resources that can be used to build the bridge, group activities that can be done together, and coordinate different parts of the plan. After all groups have completed the bridge, discuss the planning process.

KEY QUESTIONS
- What activities were necessary to be done to build the bridge?
- Did every group carry out the steps in the same sequence?
- What resources were used to build the bridge?
- What was the difference in building the bridge spontaneously versus using a plan to build the bridge?

NOTES

3) FCCLA/TEAMWORK

Lead students to brainstorm FCCLA chapter activities that require planning. Divide the class into teams and have each team select an activity from the list. Instruct each team to use the planning process to plan the activity. The teacher may want to guide students in selecting an activity or project for the FCCLA chapter to carry out.

KEY QUESTIONS

- What happens to decisions if careful planning does not occur in carrying out the decision?
- What can be done to ensure the successful implementation of major decisions?

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 8B, "Goal Setting and Decision Making."

PUBLICATION

Future Homemakers of America, Inc., 1997. *FHA/HERO Chapter Handbook*.

1E- The student is expected to utilize the decision-making process in solving problems and managing peer pressure.

1) CLASS DISCUSSION/INTERNET ACTIVITY

Discuss with students that decisions are made for many reasons. Sometimes decisions are made to reach a goal and sometimes decisions are made to solve a problem.

Lead students to brainstorm decisions that might involve solving a problem. When decisions are made that involve solving a problem, it is helpful to realize that just as successful decision making involves certain steps, problem solving involves certain steps. Using Teaching Aids 9a-b, ***Problem Solving Information Sheet***, explain to students the process.

As an Internet activity, have students log on to various Web sites for additional information on problem solving.

NOTES

TA 9a-b
Problem Solving Information Sheet

2) CASE STUDY

Read to students the story about the young man depicted in Teaching Aids 10a-b, ***Nic at Roger's***. Discuss with students how the decision making process was used in the story in solving problems and managing peer pressure.

TA 10a-b
Nic at Roger's

KEY QUESTIONS

- What decision was to be made?
- What alternative was chosen?
- How did this alternative involve solving a problem?
- What information was needed to solve the problem?
- What were the choices to be made?
- What were the consequences of these choices?
- What plan of action was chosen?
- How was the plan implemented?
- What were the results of the actions?

3) SCENARIO/ROLE PLAY

Have students select a scenario in which a teen uses the decision-making process in solving problems and/or managing peer pressure. Examples might include:

- a teen who finds a wallet with $200 cash and several credit cards
- a teen faced with having two dates to the prom
- a teen invited to a party which his parents have instructed him not to attend
- a high school basketball player who is about to fail English if he does not pass the "big" test or turn in his project on time

NOTES

TA 11a-b
The REASON Model

Use Teaching Aids 11a-b, ***The REASON Model***, to guide students in arriving at solutions for the selected scenario. The teacher may need to review this process with the students before they begin the strategy.

As a follow-up activity, have the class divide into small groups and assign each group one of the scenarios to role play.

KEY QUESTIONS
- How did the REASON model help the teens solve a problem and experience success in decision making?
- What step in the REASON model is more important than the others? Why?
- What can you do to help yourself remember the REASON model?

TAAS WRITING

4) CLASS DISCUSSION/SCENARIO/WRITTEN EXERCISE

Lead students in a discussion of decision making and peer pressure. Use some of the scenarios discussed in Strategy 3, or have students brainstorm a list of new ones. Write each of the ideas on an index card and place them in a "hat" or some container to select a card.

Before each student selects an index card, have them draw a picture of the life they envision for themselves (visually or mentally). Have each student select an index card. Instruct students to write a paragraph in response to the scenario, "If I do that..." In other words, what is going to happen to me, "If I do that." Then using the words, "Why don't I do this instead...", have students write a paragraph based on their own priorities and goals.

KEY QUESTIONS
- How did the phrases help you make a decision that fit with your goals and priorities?
- What are some other actions that could be taken to help teens make successful decisions?

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 8B, "Goal Setting and Decision Making."

Management

Knowledge and Skills.

(2) Management tools.

The student applies the goal-setting process as a management tool.

The student is expected to:

(A) identify various categories of goals;

(B) explain how goals change throughout the life cycle;

(C) analyze factors that influence goal setting;

(D) describe the role of planning in effective utilization of the goal-setting process; and

(E) utilize the goal-setting process.

2A- The student is expected to identify various categories of goals.

NOTES

1) VISUAL DISPLAY/CLASS DISCUSSION

Have students bring pictures of people they know that have made admirable accomplishments. Post the pictures on a bulletin board with the phrase, "Who Do You Know Goes Where They Want to Go?" Lead students to discuss how these individuals set goals for themselves in order to achieve their success.

KEY QUESTIONS

- How did these people get where they are today?
- What kinds of goals did these individuals set for themselves?

2) CASE STUDY/GROUP ACTIVITY

Refer students to Teaching Aid 12, ***Chaos II***. After reading the story, divide the class into small groups. Have each group write a story about a teen who lives a life of chaos because of the lack of goals. Then, rewrite the story to include goals which the teen has set. Have each group share their stories with the class.

TA 12 Chaos II

3) INDIVIDUAL ACTIVITY/RESEARCH

Use Teaching Aid 13, ***Categories of Goals***, to explain the different ways in which goals can be categorized. Have students read stories about teens achieving goals in books, magazines, newspapers, or on the Internet. Students should categorize the kinds of goals in the stories they read.

Have student volunteers share their stories. Lead students to brainstorm other categories of goals they believe are important and add them to the Teaching Aid.

TA 13 Categories of Goals

TAAS READING

KEY QUESTIONS

- In what areas of one's life are goals often set?
- How can goals in one area sometimes interfere with goals in another area?

4) CASE STUDY/WRITTEN EXERCISE

Have students write stories in which the main character(s) set long-term and short-term goals, realistic or challenging goals, or other identified categories of goals.

TAAS WRITING

NOTES

TA 14 ***A Symphony of Success***

Refer students to Teaching Aid 14, ***A Symphony of Success***, to help students better understand the various categories.

5) VIDEOTAPE/CLASS DISCUSSION

Have students view a movie or video segment (e.g., *Indiana Jones, The Lion King, The Karate Kid*) that depicts a person who set goals for themselves. Discuss with the students the goals (e.g., long-term, short-term) that the character(s) set.

KEY QUESTIONS
- What were some of the goals that the character(s) set?
- What were some examples of long-term goals?
- What were some examples of short-term goals?
- How did short-term goals help in achieving long-term goals?
- Which of the goals were realistic?
- Which of the goals were challenging?
- What other categories of goals were set?

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 8B, "Goal Setting and Decision Making."

2B- The student is expected to explain how goals change throughout the life cycle.

1) INDIVIDUAL ACTIVITY

Use Teaching Aid 15, ***Family Life-cycle Stages***, as a transparency or handout. Distribute copies of Teaching Aids 16a-b, ***Goals Throughout the Family Life Cycle***. Discuss with students examples of goals of families at different stages of the life cycle.

2) INTERVIEW/GROUP ACTIVITY

Divide the class into small groups. Assign each group a stage of the family life cycle. Instruct each group to select at least one individual or family at the assigned stage of the family life cycle. Have students interview the individuals or families to determine goals at their current stage of the family life cycle. Have each group share the information with the class. Compare the responses with the goals listed on Teaching Aids 16a-b.

3) VISUAL DISPLAY/GROUP ACTIVITY

As a follow-up strategy, have each group make a collage or other type of visual depicting the stage of the family life cycle that they were assigned. Below the collage, write the long-term goals and short-term goals of the individuals and families that were interviewed.

NOTES

TA 15 Family Life-cycle Stages

TA 16a-b Goals Throughout the Family Life Cycle

NOTES

RESOURCES

BOOKS

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 8B, "Goal Setting and Decision Making."

Kansas State Board of Education, 1994. *Balancing Work and Family*.

2C- The student is expected to analyze factors that influence goal setting.

NOTES

1) INDIVIDUAL ACTIVITY

Have students set three short-term goals for the next week and write them on a sheet of paper. Place each student's list in a separate envelope with the student's name on the front. At the end of the week, have the students open their envelopes and read over their list of goals. Have student volunteers share their goals. Lead a class discussion on setting and achieving goals.

KEY QUESTIONS

- What influences an individual to set goals?
- Which of the goals were you able to achieve? Why? Why not?
- How does achieving a goal influence one to set additional goals?

2) GROUP ACTIVITY/GAME

Have students stand in a circle. Pass one tennis ball around the circle. The goal is to keep the ball moving around the circle. Introduce up to six balls, one at a time and have the students keep passing the balls. When the tennis balls are being passed successfully around the circle, introduce the next object. Toss a basketball to one student in the group, and instruct them to toss the ball to another student in the circle. Students should continue to pass the tennis balls around the circle, while tossing the basketball across the circle. If students can successfully pass the tennis balls around the circle and toss one basketball back and forth across the circle, introduce another basketball to be tossed across the circle. After several minutes of this activity*, stop and discuss the key questions.

KEY QUESTIONS

- How does this activity relate to goal setting?
- Your original goal was to pass the tennis ball around the circle. What happened to that goal when another goal (passing more balls around the circle) occurred?
- What happened when the basketball was added? How might this relate to goal setting?
- What makes it difficult to accomplish a goal?
- What are some unexpected events that can happen to cause goals to be difficult to achieve?
- What can be done to deal with unexpected events that may threaten one's goals?

* This idea is adapted from Activities that Teach by Tom Jackson.

NOTES

TA 17 ***FCCLA Planning Process Worksheet***

3) CLASS DISCUSSION/FCCLA

Introduce students to Teaching Aid 17, ***FCCLA Planning Process Worksheet***. Have students focus their attention to the first step in the process, which is identifying concerns. Have students identify concerns they currently have about their community, school, friends, or families.

KEY QUESTIONS

- What influences an individual or group to set goals?
- What are some concerns that may cause individuals or groups to set goals?
- What impact does the accomplishment of goals have on concerns?

4) PROJECT/ FCCLA

As a follow-up activity to Strategy 3, have students plan a service event that will focus on one of the concerns previously identified. Have the class carry out the event and evaluate the results.

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 8B, "Goal Setting and Decision Making."

PUBLICATION

Future Homemakers of America, Inc. 1997. *FHA/HERO Chapter Handbook*.

2D- The student is expected to describe the role of planning in effective utilization of the goal-setting process.

NOTES

1) GROUP ACTIVITY

Divide the class into groups of students with varying experiences in different areas (e.g., students who have jobs, students who are seniors, students involved in sports, and students with large families). Have each group discuss the role of planning in goal setting they have experienced. Ask each group to share what they have done to reach their goals. Have students describe the planning process they use to reach goals effectively.

2) VIDEOTAPE

Have students view the videotape, *Goal Setting: Planning for Your Future*, available from The Curriculum Center for Family and Consumer Sciences. Lead a class discussion on the role of planning in effective utilization of the goal-setting process.

KEY QUESTIONS

- Why is planning an important step in the goal-setting process?
- What usually happens to goal setting when planning is not included?

NOTES

FCCLA ACTIVITIES

- Power of One: A Better You

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 8B, "Goal Setting and Decision Making."

VIDEOTAPE

Goal Setting: Planning for Your Future, available from The Curriculum Center for Family and Consumer Sciences.

2E- The student is expected to utilize the goal-setting process.

NOTES

1) GUEST SPEAKER/INDIVIDUAL ACTIVITY

Encourage students to begin thinking of a career they would like to pursue. Invite a guest speaker (e.g., career counselor, guidance counselor) to present information on career decision making. Have the speaker emphasize the importance of setting short-term and long-term goals in preparing for the future.

As a follow-up activity, have the students utilize the goal-setting process by setting some short-term and long-term career goals. Encourage volunteers to share their list of goals.

2) INDIVIDUAL ACTIVITY

Have students select one career area of interest to them. On a sheet of paper, have each student write at least one or two long-term goals related to the career. Under each long-term goal, have students write several short-term goals that will help them achieve the long-term goal(s). These short-term goals should be goals they can begin working on immediately or in the very near future. At the end of the week or a specific time period, have students evaluate their progress on the back of the paper. Lead students to discuss how effective they were at setting and achieving the proposed goals.

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NOTES

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 8B, "Goal Setting and Decision Making."

Management

Knowledge and Skills.

(3) Management tools.

The student demonstrates skills, characteristics, and responsibilities of leaders and effective team members.

The student is expected to:

(A) utilize parliamentary procedure as a management tool; and

(B) practice problem solving through leadership and teamwork skills.

3A- The student is expected to utilize parliamentary procedure as a management tool.

1) GAME/INDIVIDUAL ACTIVITY

Explain to students that parliamentary procedure provides an orderly system for accomplishing the business of an organization. It is a management tool that helps the voices of all members of a group be heard. Without parliamentary procedure, meetings can be chaotic, much like the ball throw just experienced. Parliamentary procedure helps turn chaos into order.

Using Teaching Aid 18, ***Symbols of Parliamentary Procedure***, as a template, provide students with a piece of paper with a drawing of a gavel. Instruct students to answer the following questions on the page with the gavel:

- What is the purpose of parliamentary procedure?
- What is one action or term used in parliamentary procedure?

Have the students place the papers on the table or desk in front of them.

Write eight parliamentary procedure terms and tape them to frisbees or sturdy dispoable plates. Have eight students volunteer to line up in two lines facing each other. Have them toss the frisbees to each other. When the other person has caught the frisbee, have them read the parliamentary procedure aloud to the class. Teaching Aid 19, ***Parliamentary Procedure Terminology***, can be used as a guide for some common terms. Teaching Aid 20, ***Parliamentary Procedure Definitions,*** provides definitions for each term.

Using Teaching Aid 18, ***Symbols of Parliamentary Procedure***, provide students a piece of paper with the diagram of a block that a gavel might be pounded upon. Have students use the block to write the answers to the questions previously written on the gavel.

2) EDUCATIONAL TOUR/GROUP ACTIVITY

Have students attend a meeting of an organization that uses parliamentary procedure effectively or view a videotape showing the use of parliamentary procedure being used by an organization. If students are unable to attend a meeting, invite officers of an organization to visit the classroom and conduct a mock meeting using parliamentary procedure. Student organizations, such as FFA and VICA, generally have strong parliamentary procedure teams. As a FCCLA activity, have students enter STAR Events as a parliamentary procedure team.

KEY QUESTIONS

- What parliamentary procedure terms did you identify in the meeting or videotape?

NOTES

TA 18 ***Symbols of Parliamentary Procedure***

TA 19 ***Parliamentary Procedure Terminology***

TA 20 ***Parliamentary Procedure Definitions***

SOCIAL STUDIES

FCCLA

NOTES

KEY QUESTIONS, CONTINUED

- How did the organization depicted use parliamentary procedure as a management tool?

3) GROUP ACTIVITY

Divide the class into groups of four to six students. Have each group draw six to eight parliamentary procedure terms from a "hat" or container. Have each group select a chairperson. Then, have the group determine a meeting agenda. The chairperson should then conduct a meeting following the agenda. Students should use the parliamentary procedure terms drawn to accomplish the business on the agenda. Have students conduct another meeting, using three to four new parliamentary procedure terms. Continue rotating chairpersons and conducting meetings with new agendas and new terms until all students have had an opportunity to serve as chairperson.

4) GAME

Designate one student as the chairperson of the class and one student as parliamentarian. Write parliamentary procedure terms on frisbees or sturdy disposable plates. Place a frisbee or plate in front of each student or pair of students. Prepare a meeting agenda with items requiring parliamentary action. Have students hold up the frisbee with the required action and read the action to be taken to the class. If the class agrees on the action on the frisbee is the necessary action, the student throws the frisbee to the chairperson. In some cases there may be more than one action that could be taken. In this case, the parliamentarian should decide which action to throw. An alternative solution would be for the chairperson to enforce the action that lands closest to them. The chairperson should continue conducting the meeting until all terms have been addressed.

RESOURCES

BOOKS

Robert's Rules of Order, Newly Revised, 9th Ed., 1990. New York: Harper. Future Homemakers of America, 1997.

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 3C, "Parliamentary Procedure."

PUBLICATION

Parliamentary Procedure Made Easy, available from The Curriculum Center for Family and Consumer Sciences.

VIDEOTAPES

Introduction to Parliamentary Procedure and *Advanced Parliamentary Procedure*, available from The Curriculum Center for Family and Consumer Sciences.

FCCLA

- STAR Event: Parliamentary Procedure
- Career Connection
- Power of One: Take the Lead

3B- The student is expected to practice problem solving through leadership and teamwork skills.

1) VISUAL DISPLAY/CLASS DISCUSSION

Have students bring pictures of groups of people throughout the world. Students can use pictures from magazines, newspapers, or from the Internet. Make a display of the pictures. While looking at the pictures, lead students to brainstorm problems that all groups have in common (e.g., homeless, hunger, violence, natural disasters). Discuss with students how some of the problems might be solved or alleviated. Lead students to understand that all groups need leadership and teamwork skills to function effectively.

As a follow-up strategy, read Teaching Aid 21, ***A Lesson From the Geese***, to the students. Discuss with the students how the geese practice problem solving through leadership and teamwork skills.

2) CASE STUDY/CLASS DISCUSSION/GAME

As a group or individually, have students read the case study depicted on Teaching Aids 22a-d, ***Nathan on Safari***. As the case study is read, have students write down each leadership quote or skill they discover.

KEY QUESTIONS

- Why were the people in the village successful?
- What type of leadership style was used in this village?
- Why was the particular leadership style successful?
- What types of groups would benefit the most from this leadership style?

As a follow-up activity, the students could play the games described at the end of the case study.

3) GROUP ACTIVITY

Have the class divide into small groups. Have each group write a scenario in which a group of people (e.g., family, school club, community organization) is experiencing difficulty in accomplishing tasks. Using Teaching Aid 23, ***Shared Democratic Leadership Information Sheet***, have students incorporate the democratic style of leadership into each scenario. Have each group share the scenario with the class.

4) FCCLA/PROJECT

Provide a variety of FCCLA resources, such as *Families First, Career Connection, Leaders at Work,* and *Student Body*. Divide the class into small groups. Using the resources as a guide, have each group select

NOTES

TA 21 ***A Lesson From the Geese***

TA 22a-d ***Nathan on Safari***

TA 23 ***Shared Democratic Leadership Information Sheet***

FCCLA

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NOTES

a service project from each resource and use the planning process to plan the project. Encourage students to utilize leadership and teamwork skills in planning. If possible, have the students implement the projects.

FCCLA ACTIVITIES

- Power of One: Take the Lead
- STAR Events: Illustrated Talk; Skills for Life; Parliamentary Procedure
- Leaders at Work

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 4B, "Leadership."

PUBLICATIONS

Future Homemakers of America, Inc., 1996. *Families First.*

Future Homemakers of America, Inc., 1998. *FHA/HERO Career Connection.*

Future Homemakers of America, Inc., 1999. *Leaders at Work.*

Future Homemakers of America, Inc., 1997. *Power of One.*

Future Homemakers of America, Inc., 1990. *Student Body.*

Management

Knowledge and Skills.

(4) Management of resources.

The student applies effective practices for managing time, energy, and money resources.

The student is expected to:

(A) create a daily time and work plan to accomplish goals;

(B) demonstrate strategies for effective time and energy management;

(C) determine the importance of time, energy, and money management;

(D) identify the components of money management;

(E) determine influences of societal, economic, and changing demographic factors on the management of time, energy, and money;

(F) describe the use of technology as a life management resource; and

(G) describe community resources enabling individuals to better manage time, energy, and money.

4A- The student is expected to create a daily time and work plan to accomplish goals.

NOTES

1) GROUP ACTIVITY

Divide the class into small groups. Hang a long piece of butcher paper for each group on the wall at the front of the room. Write the hours of the day on the butcher paper in a vertical line (6:00 a.m. is at the top of the paper, 6 inches down is 7:00 a.m., etc., until all the hours of the day until 6:00 p.m. are written). Have groups line up at the back of the room, and give the person in line in each group a drawing instrument (e.g., marker, large crayon).

Have one person from each group "race" to the front of the room and draw the activity they completed yesterday at 6:00 a.m. at the top of the paper. That student returns to their group at the back of the room and hands the marker to the next person in line, who goes to the front of the room and draws the task they completed at 7:00 a.m. yesterday on the butcher paper. The relay continues until each hour is illustrated. Instruct students that illustrations should be completed quickly. If desired, students may add the hours from 6:00 p.m. to 10:00 p.m. to the paper. The purpose of this activity is to help students realize the tasks that they accomplish daily in their lives.

KEY QUESTIONS

- What are typical activities teens must complete in a day?
- What activities are the most time consuming?
- Which activities are the most difficult?
- At what time of the day are most tasks accomplished quickly?
- Are there any tasks that can be eliminated?
- How can a person get everything done in a day?
- How does a person decide which tasks are most important?
- How does one determine which tasks to leave undone?
- What happens if a person does not complete important tasks?
- What happens if a person is unable to keep certain commitments?

2) VIDEOTAPE/INDIVIDUAL ACTIVITY

Have students view a videotape, such as *Having the Time of Your Life: Time Management*, available from The Curriculum Center for Family and Consumer Sciences. Discuss with the class how the character depicted in the videotape relates to teens in the United States.

Provide students with a copy of Teaching Aid 24, ***Time Management***. Provide butcher paper, magazines, and drawing instruments. Have students draw a mural or use magazine pictures to reflect their long-term and short-term goals. Have students display their murals in the classroom.

TA 24 Time Management

TAAS READING

NOTES

TA 25a-b *Strategies for Managing Time*

TA 26 *Weekly Planner*

TA 27 *Daily Planner*

TA 28a-b *Time Plan Situations*

TA 27 *Daily Planner*

3) INDIVIDUAL ACTIVITY

Have students read Teaching Aids 25a-b, ***Strategies for Managing Time***, to determine time management strategies in achieving goals. Have students list strategies they will use to help them achieve their goals and better manage their time.

As a follow-up strategy, have students complete Teaching Aid 26, ***Weekly Planner*** and Teaching Aid 27, ***Daily Planner***, in identifying strategies for long-term goals.

4) TEAMWORK/SCENARIOS

Divide the class into groups. Assign each group one of the scenarios on Teaching Aids 28a-b, ***Time Plan Situations***. Have students complete Teaching Aid 27, ***Daily Planner***, for the main character in the scenario and to identify long-term and short-term goals for that individual. Have each group share their responses.

FCCLA ACTIVITIES

- STAR Events: Skills for Life; Illustrated Talk
- Power of One: A Better You

RESOURCES

VIDEOTAPE

Having the Time of Your Life: Time Management. The Curriculum Center for Family and Consumer Sciences.

4B- *The student is expected to demonstrate strategies for effective time and energy management.*

1) INDIVIDUAL ACTIVITY

Have students complete the following Teaching Aids to demonstrate strategies for effective time and energy management:
29, ***Time Management Checkup***;
30a-b, ***It's Your Time***;
31, ***Peak Energy Level***; and
32a-b, ***Managing Time and Energy***.

Have students volunteer the strategies that worked best for them. As a FCCLA project, have students work on Power of One.

2) VISUAL DISPLAY/CLASS DISCUSSION

Provide a variety of magazines, newspapers, and books that focus on time and energy management. Point out to students that not all of these strategies work for every individual. Lead students to discuss what kinds of strategies work most effectively for them.

KEY QUESTIONS

- What does effective time management mean?
- What does effective energy management mean?
- Why do you think some individuals manage time better than others?
- What are some activities that steal time away from you?
- What are some ways in which you could manage time better?
- What are some ways in which you could manage energy better?

NOTES

TA 29 Time Management Checkup

TA 30a-b It's Your Time

TA 31 Peak Energy Level

TA 32a-b Managing Time and Energy

FCCLA

NOTES

RESOURCES

BOOKS

Home Economics Curriculum Center, 1992. *Effective Management of Multiple Roles: Family and Work.*

Kansas State Board of Education, 1994. *Balancing Work and Family.*

Mayer, Jeffrey, 1995. *Time Management for Dummies.* Chicago, IL: Dummies Press.

4C- The student is expected to determine the importance of time, energy, and money management.

1) WEB DIAGRAM/CLASS DISCUSSION

Display Teaching Aid 33, ***Trip to Orlando***. The FCCLA chapter wants to go to Orlando for the FCCLA cluster meeting. Using the web diagram, lead students to determine decisions that have to be made. All of these factors relate to time, energy, and money (e.g., who will go, how they plan to get there, how they will pay for the trip). Relate the goal-setting process and the decision-making process to the activity.

NOTES

TA 33 Trip to Orlando

KEY QUESTIONS

- What is the goal of the FCCLA chapter?
- How does the chapter plan to achieve its goal?
- What factors must be considered?
- What kinds of decisions must be made?

2) CHILDREN'S BOOK/CLASS DISCUSSION

Read to students a children's book that illustrates how time and energy supply family needs, such as *Tops and Bottoms,* by Janet Stevens. Use the book to introduce a class discussion on time, energy, and money management. The bear in the story is lazy, but owns the property and has financial resources. The rabbit family members are willing to work (time and energy) to have what they need to survive.

3) INTERVIEW/INDIVIDUAL ACTIVITY

Have students interview at least one individual whom they deem a "good manager." Ask questions about the importance of time, energy, and money management. Sample questions for the interview might include:

- How are you able to effectively manage your time, energy, and money?
- How did you develop good management skills?
- What strategies would you suggest to others in effectively managing time, energy, and money?

Have students write a summary of their interview. Have students share the responses from the interviews with the class.

4) GUEST SPEAKER/PANEL DISCUSSION

Invite a business owner or a panel of business owners to share with the class the importance of time, energy, and money management in starting and maintaining a business. Ask the speakers to share how

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NOTES

minimum wage increases and changes in the local business climate have affected their time, energy, and money management.

5) GROUP ACTIVITY/CASE STUDY

Divide the class into small groups. Assign each group to write two case studies, one teen who manages resources wisely and another teen who does not. Have students predict goals for each teen and write case studies around the goals predicted. Have students illustrate their case studies through pictures and share with the class. Students could create a script and role play the case studies.

FCCLA

FCCLA ACTIVITIES

- STAR Events: Skills for Life; Illustrated Talk
- Power of One: A Better You

RESOURCES

BOOKS

Home Economics Curriculum Center, 1992. *Effective Management of Multiple Roles: Family and Work.*

Kansas State Board of Education, 1994. *Balancing Work and Family.*

Stevens, J., 1995. *Tops and Bottoms.* New York: Harcourt & Brace.

4D- The student is expected to identify the components of money management.

NOTES

1) CLASS DISCUSSION

Every individual has certain needs and wants that only money can provide. In order to satisfy these needs and wants, it is important to learn to manage money wisely. Components of personal money management that need to be identified include:

- Personal financial plan
- Income
- Budget
- Banking Services
- Credit
- Consumer Practices

Other components which are covered in TEKS 5A-C include:

- Insurance
- Savings and Investments
- Retirement

The *Skills for Life* modules and several videotapes available from The Curriculum Center for Family and Consumer Sciences could be used in teaching these components of money management. Relate the goal-setting, decision-making, and management processes to these strategies. Additional resources are also available from publishers, financial institutions, and government agencies.

Discuss with students each component and its importance in managing money effectively. Display the terms in a prominent place in the classroom.

KEY QUESTIONS

- Why is it important for individuals and families to develop a financial plan?
- How does effective money management affect an individual or a family?
- How does ineffective money management affect an individual or a family?
- Why is it important for teens to prepare now for effective money management in the future?

2) TEAMWORK/ORAL PRESENTATION

Divide the class into small groups. Assign each group one of the components of money management. Instruct students that they are going to teach the class members about their assigned topic. Have students use various resources from the library, Internet, and

NOTES

TA 34	***Payroll Check***
TA 35	***Determining Salary and Benefits***
TA 36	***Opening a Checking Account***
TA 37	***Making a Deposit***
TA 38	***Using a Checking Account***
TA 39	***Checkbook Challenge***
TA 40	***Monthly Savings Plan***
TA 41	***Computing Simple and Compound Interest***
TA 42	***Answer Key***
TA 43	***Sample Budget for Adults or Families***
TA 44	***Record Keeping Systems***
TA 45	***Case Study — Bill and Maria***
TA 46	***Resources for Effective Money Management***

classroom to gather information for their lesson. Students may use any of Teaching Aids 34-45 for their lessons if they choose. Instruct students that they must prepare a handout of information on their topic for each student.

3) INDIVIDUAL ACTIVITY/EDUCATIONAL TOUR

Have students utilize the *Get MoneyWise* student workbook provided by the USAA Educational Foundation or the *High School Financial Planning Program* available from the National Endowment for Financial Education. Both workbooks include clear explanations of banking institutions, ATMs, checking and reconciling statements, savings/investments, credit, and managing income. Similar resources are sometimes available from local banks and credit unions. As an enrichment activity, have students visit one of the financial institutions.

4) INTERNET ACTIVITY

Have students use the Internet to locate money management or financial planning resources. Teaching Aid 46, ***Resources for Effective Money Management,*** provides a list of Web sites that students can use. Have students share their findings.

KEY QUESTIONS

- Why are basic money management seminars, books, and magazine articles so popular with the American public?
- What kinds of resources are available for teens?
- What kinds of resources are available for other individuals and families?

FCCLA ACTIVITIES

- Financial Fitness
- STAR Events: Skills for Life; Illustrated Talk

RESOURCES

BOOK

Lawrence, J., 1997. *The Budget Kit*. Chicago, IL: Dearborn Financial Publishing.

VIDEOTAPES

Money Management, *User Friendly Budgeting*, and *Checking Accounts: A Guide to Selection and Use,* available from The Curriculum Center for Family and Consumer Sciences.

4E- The student is expected to determine influences of societal, economic, and changing demographic factors on the management of time, energy, and money.

1) CLASS DISCUSSION

Have students define the terms *demographic*, *societal*, and *economic factors*. Post the definitions in the classroom. Read Teaching Aid 47, ***A Legacy for My Daughter***, to help students understand the impact of change on individuals and families.

KEY QUESTIONS

- What are the details that describe the relationship between father and daughter?
- What were some of the troubles that James Webb struggled with in his life?
- How had the country changed (demographics, society, economics) since Webb was a youth?
- What were Webb's concerns about his daughter's generation?

2) BRAINSTORMING

Lead students to brainstorm demographic, societal, and economic changes they have seen in the community, state, and country in the past several years. Record the changes on a large piece of paper and post next to the definition of demographics. Some possible changes may include:

- increase in working mothers
- growing older population
- increase in single parents
- increase in minority population
- population is becoming more mobile
- population is more urban than rural
- dual-career families
- businesses are becoming more global

3) INDIVIDUAL ACTIVITY

Have students collect articles and stories from Texas newspapers and magazines, as well as the Internet, that reflect changes in society, economics, and demographics. Have students read one of the articles and write a summary of the information. Ask students to share their findings.

This strategy could be adapted to include changes in other states or in the United States. Internet sites, such as the U.S. Census Bureau, U.S. Department of Labor, and White House Social Statistics, could provide additional information.

NOTES

TA 47 A Legacy for My Daughter

SOCIAL STUDIES

SOCIAL STUDIES

SOCIAL STUDIES **TAAS READING**

NOTES

TA 48
Changes in Texas

SOCIAL STUDIES

4) GRAPHIC DIAGRAM/TEAMWORK

Have the class divide into triads. Using Teaching Aid 48, ***Changes in Texas***, have each triad use graphics to symbolize the changes in demographics, society, and economics that have occurred in the past decade. The strategy is similar to web diagramming only graphic cues, such as images, symbols, or color keys lead to other concepts. The central image is large enough to see the subject of the graphic diagram but enough space is left to add other ideas and details. Have each group share their graphic diagram with the class.

KEY QUESTIONS
- What societal factors have influenced the management of time, energy, and money?
- What economic factors have influenced the management of time, energy, and money?
- What changing demographic factors have influenced the management of time, energy, and money?

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Skills for Life
- Financial Fitness
- Leaders at Work

RESOURCES

PRESENTATION

Bishop, Peter. 1998. State Professional Conference for Home Economics Teachers.

WEB SITES

U.S. Census Bureau
www.census.gov

U.S. Department of Labor
www.dol.gov

4F- The student is expected to describe the use of technology as a life management resource.

NOTES

1) INDIVIDUAL ACTIVITY

Have students make a list of technology they used prior to arriving at school this morning. Have them rank order each of the items as to importance. Circle the item they would least like to give up. Have students estimate how much time and/or personal energy was saved because of these items.

KEY QUESTIONS

- How did each of these items save time?
- Which of the items listed did not exist ten years ago? twenty years ago? thirty years ago?
- Which of the items that students listed would they be willing to give up?
- How does the time savings of these items offset the cost of these items?

2) DEMONSTRATION/CLASS DISCUSSION

Demonstrate the use of a computer program to simplify tasks during the day, such as the calendar function of a computer, the address book, the clock and timer, word-processing, and recordkeeping features. Have students estimate the time and personal energy saved as a result of using the computer technology.

KEY QUESTIONS

- How much time is involved in learning about technology?
- How does the amount of time involved in learning justify the time saved eventually?
- How does the time saved by the use of technology justify the price of the computer and programs used?
- What other benefits could be considered in justifying computer costs?

3) VISUAL DISPLAY/GROUP ACTIVITY

Provide a variety of magazines or newspapers that feature products with the latest technology. Divide the class into small groups. Using the ads as a springboard, have the groups use Teaching Aid 49, ***Technology as a Life Management Resource***, as a worksheet to list as many items or products that involve technology at home, at school, the workplace, and the community. Have each group share their responses and compile a class list.

TA 49 ***Technology as a Life Management Resource***

NOTES

Discuss with the students the significance of each item. How does that item contribute to technology as a life management resource?

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Applied Technology; Skills for Life
- Financial Fitness

RESOURCES

4G- The student is expected to describe community resources enabling individuals to better manage time, energy, and money.

NOTES

1) GROUP ACTIVITY/ROLE PLAY

Divide the class into small groups. Have each group develop a role play about individuals who are struggling with the management of time, energy, or money. Students may choose one of the resources (e.g., time) or choose a combination of resources in the role play. Have each group share their role play with the class. As a follow-up strategy, have each group determine where the individuals involved in the role play might seek community assistance.

2) INTERVIEW/ORAL PRESENTATION

Using the yellow pages of the telephone directory, Texas Information and Referral Network, or other community directories, have students compile a list of resources available to help individuals better manage time, energy, and money. The resource list might include banks, churches, businesses, and other agencies which provide some type of assistance. Using the master list, assign each student at least one business or organization. Have each student interview a representative of that business or organization to find out additional information about the services provided. Each student should make an oral presentation about their findings. Have the class compile the findings into a class resource file.

NOTES

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Applied Technology; Skills for Life
- Financial Fitness

RESOURCES

AGENCIES AND ORGANIZATIONS

Chambers of Commerce

Texas Information and Referral Network

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Management

Knowledge and Skills.

(5) Management of resources.

The student distinguishes methods of personal risk management.

The student is expected to:

(A) determine strategies for coping with financial emergencies.

(B) identify various types of insurance and their role in personal risk management; and

(C) analyze investment and retirement options and their role in personal risk management.

5A- The student is expected to determine strategies for coping with financial emergencies.

1) CASE STUDY/GROUP ACTIVITY

Divide the class into small groups. Assign each group one of the case studies from Teaching Aid 50, ***Families Dealing with Financial Emergencies***. Each case study depicts a family coping with some type of financial emergency. Have students analyze the situation and point out viable coping strategies and resources. Have each group share their responses.

2) GROUP ACTIVITY/ORAL PRESENTATION

Divide the class into small groups. Have each group gather information from various resources, such as the library, Internet, and textbooks, on coping with a family financial emergency (e.g., loss of job, frequent moves, divorce, medical problems, death). Determine available resources and strategies for coping. Incorporate how steps of prevention and planning are also coping strategies (i.e., savings, insurance, contingency fund, sound decision making). In addition to financial support, discuss with students the need for emotional and social support as well.

KEY QUESTIONS

- How can teens offer assistance to family members at this difficult time?
- How can family members offer emotional and social support in financial emergencies?

3) GUEST SPEAKER

Invite a guest speaker, such as a consumer credit counselor, bank representative, or other financial professional, who works with individuals who have had financial losses and needed assistance. Ask the individual to share the steps that may be taken to "get back on their feet" or help them "stay above board."

4) CLASS DISCUSSION

Lead students to determine the steps a person must take to collect unemployment compensation and other forms of government assistance (e.g., training, employment placement assistance, food stamps, medical assistance, reduced child care costs). Discuss the incidence of unemployment in the area.

NOTES

TA 50 ***Families Dealing with Financial Emergencies***

BEST COPY AVAILABLE

NOTES

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Skills for Life
- Financial Fitness

RESOURCES

AGENCIES AND ORGANIZATIONS
Consumer Credit Counseling Services

Texas Workforce Commission

5B- The student is expected to identify various types of insurance and their role in personal risk management.

NOTES

1) GUEST SPEAKER

Invite a certified financial planner or an independent insurance agent to explain to the class the importance of various forms of insurance.

KEY QUESTIONS

- What types of insurance are essential for individuals and families?
- What types of insurance are most appropriate for individuals? families with young children? families with grown children?

2) GROUP ACTIVITY/ORAL PRESENTATION

Divide the class into small groups. Assign each group a type of insurance. Have each group gather information from various resources, such as the library, textbooks, Internet, and business sources. The *Skills for Life*, Module 5C, available from The Curriculum Center for Family and Consumer Sciences, can also be used as a resource. Provide samples of various types of insurance contracts. Instruct each group to prepare and give an oral presentation about their assigned topic. Groups should provide handouts which feature important information about the assigned topic.

3) GUEST SPEAKER/WRITTEN EXERCISE

Invite an insurance adjuster to discuss the types of records and evidence necessary to document a loss. Have the speaker address how these records should be developed and maintained. Have the students write a reaction paper about the presentation.

TAAS WRITING

4) RESEARCH/WRITTEN EXERCISE

Have students research health insurance programs, such as PPOs, HMOs, and other health maintenance plans. Have students compare and contrast various types of programs. Have students relate findings through a written paper, poster, or some other type of written document.

TAAS READING

TAAS WRITING

NOTES

RESOURCES

AGENCIES AND ORGANIZATIONS

Insurance Education Foundation

Life Insurance Foundation

BOOK

Home Economics Curriculum Center, 1997. Skills for Life, Module 5C, "Financial Planning: Savings, Investments, and Insurance."

WEB SITES

Consumer Education for Teens
www.wa.gov/ago/youth

Life and Health Insurance Foundation for Education
www.life-line.org

5C- The student is expected to analyze investment and retirement options and their role in personal risk management.

NOTES

1) BRAINSTORMING

Lead students to brainstorm what the terms *personal risk management*, *investment*, and *retirement options* mean. Have students develop a class definition of each term. Display the definitions on a prominent place in the classroom. Post additional terms that deal with investment and retirement options, such as stocks, bonds, mutual funds, Individual Retirement Account (IRA), Keogh, and Certificates of Deposit (CDs). Discuss with students how these terms relate to personal risk management.

2) RESEARCH/CLASS DISCUSSION

TAAS READING

SOCIAL STUDIES

Using Youth Exchanging with Seniors (Y.E.S.) materials, the Internet, and other resources (e.g., Population Reference Bureau, National Council on the Aging, and the U.S. Bureau of Census), have students research the expected trends of life expectancy of individuals after the year 2000. Share findings with the class.

KEY QUESTIONS

- Why should demographic factors be considered in analyzing investment and retirement options and their role in personal risk management?
- When should individuals begin preparing for their retirement? Why?

3) GUEST SPEAKER/EDUCATIONAL TOUR

Invite a financial planner to share with the class the need for planning for retirement or arrange for the students to take an educational tour to a financial planning or business office to see a demonstration on kinds of investments and the relationship of time, money, and rate of interest.

Incorporate looking at the adequacy/inadequacy of social security as the sole source of retirement income. Ask the speaker to address company retirement plans, IRAs, Keoghs, and other options.

If an educational tour is taken, case studies could be prepared ahead of time for students to determine appropriate investments for each situation. Use current entry-level salaries for relevant career fields.

NOTES

TAAS MATH

4) INDIVIDUAL ACTIVITY

Have students learn to use a financial calculator. Calculators should show such concepts as the power of compound interest and comparison of loans. Simple problems could be generated first followed by specific scenarios (e.g., buying a car through a bank versus major financial company for three years).

FCCLA ACTIVITIES

- Financial Fitness
- STAR Events: Illustrated Talk; Skills for Life
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOKS

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 5C, "Financial Planning: Savings, Investments, and Insurance."

Home Economics Curriculum Center, 1995. *Youth Exchanging with Seniors*.

National Institute for Consumer Education in collaboration with the Texas State Securities Board, 1998. *Consumer Approach to Investing*.

WEB SITES

AARP
www.aarp.org

National Council on Aging
www.ncoa.org

U.S. Census Bureau
www.census.gov

Management

Knowledge and Skills.

(6) Management of resources.

The student utilizes effective environmental resource management practices.

The student is expected to:

(A) identify environmental resources, issues, and preservation practices;

(B) determine the effect of environmental neglect on economics, health, safety, and quality of life;

(C) propose personal, family, and community strategies for preserving the environment; and

(D) demonstrate home and employment practices for preserving personal safety and the environment.

6A- The student is expected to identify environmental resources, issues, and preservation practices.

1) GROUP ACTIVITY/LITERATURE LEARNING CIRCLES

Place books or articles on environmental issues (see Teaching Aid 51, ***Suggested Resources on the Environment***), at tables around the room. The reading material should deal with environmental resources issues and preservation practices. Allow students to circulate around the room and locate information they would like to read. Allow students to sit at the table with the reading material they prefer. Have students assume one of the following roles (Environmental Investigator, Text Preservationist, Awareness Raiser, Environmental Activist, Environmental Artist) at their reading table. Distribute copies of Teaching Aids 52a-e, ***Literature Circle Reporting Sheets*** and Teaching Aid 53, ***Literature Circle Learning Log***, as appropriate.

Allow students to read the information individually. This may be done inside or outside of class. Each student should complete the reporting sheet and share the information with their group. Have each group select a spokesperson to share some of the information with the class.

2) INTERNET ACTIVITY/WRITTEN EXERCISE

Have students search the Environmental Protection Agency Web site, www.epa.gov/students, to find out more information about environmental resources, issues, and preservation practices. There is also valuable information on environmental laws. Have students use Teaching Aid 54, ***EPA Worksheet***, to record their findings. Have student volunteers share their responses.

3) GROUP ACTIVITY/PROJECT/FCCLA

Divide the class into small groups. Have each group develop some type of project or presentation based on the information found in Strategies 1 and 2. For example, each group may develop some type of recyclable product, play, game, booklet, puppet show, advertisement, videotape, audiotape, collage, or chart. Have each group share their project with the class. As a FCCLA chapter project, students could display the projects in the school or community.

NOTES

TA 51 Suggested Resources on the Environment

TA 52a-e Literature Circle Reporting Sheets

TA 53 Literature Circle Learning Log

TAAS READING

SOCIAL STUDIES

SCIENCE

TA 54 EPA Worksheet

SOCIAL STUDIES

SCIENCE

TAAS WRITING

FCCLA

NOTES

FCCLA

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Chapter Service Project
- Earth 2000

RESOURCES

WEB SITES

Care2
www.care2.com

Consumers Union
www.consumersunion.org

Earth Island Institute
www.earthisland.org

Environmental Protection Agency
www.epa.gov/

Keep America Beautiful
www.kab.org/

6B- The student is expected to determine the effect of environmental neglect on economics, health, safety, and quality of life.

1) WRITTEN EXERCISE/CLASS DISCUSSION

Distribute copies of Teaching Aid 55, ***Green Living FACTS***, to each student. As a class or individually, have the students read the statements. Discuss with students the impact that each statement has on economics, health, safety, and quality of life.

Using Teaching Aids 56a-b, ***MORE Green Living FACTS***, have each student complete the activity. Lead a class discussion on the responses.

KEY QUESTIONS

- What is the impact on the economy if each person neglects their environmental responsibility?
- How is the health of people affected if each person neglects their environmental responsibility?
- How is the safety of people impacted if each person neglects their environmental responsibility?
- How is the quality of life of people affected if each person neglects their environmental responsibility?
- How can one person make a difference in the well-being of our global environment?

NOTES

TA 55 Green Living FACTS

TA 56a-b MORE Green Living FACTS

SOCIAL STUDIES SCIENCE

💻 TAAS WRITING

2) CLASS DISCUSSION

Use Teaching Aid 57, ***Benefits of Recycling***, as a handout or as a transparency. The statements made reflect the benefits of recycling on the environment. Lead students to discuss the statements and the benefits for the environment. For additional information on recycling, contact the Pennsylvania Department of Environmental Protection and/or the Environmental Protection Agency.

KEY QUESTIONS

- What are the benefits of recycling?
- Where can one get information about the consequences of environmental issues?
- Why is it important to get accurate information about environmental issues?

TA 57 Benefits of Recycling

SOCIAL STUDIES SCIENCE

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NOTES

SOCIAL STUDIES

SCIENCE

TAAS READING

3) GROUP ACTIVITY/RESEARCH/VISUAL DISPLAY

Divide the class into small groups. Have each group choose an environmental neglect issue based on economics, health, safety, and quality of life. Identify positive actions that individuals can take to help resolve the issue. Illustrate the findings with pictures, photographs, demonstration, or some type of visual. Have each group present the findings to the class.

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Chapter Service Project
- Earth 2000

RESOURCES

WEB SITES

Care2
www.care2.com

Consumers Union
www.consumersunion.org

Earth Island Institute
www.earthisland.org

Environmental Defense Fund
www.edf.org

Environmental Protection Agency
www.epa.gov/

Pennsylvania Department of Environmental Protection
www.dep.state.pa.us

6C- The student is expected to propose personal, family, and community strategies for preserving the environment.

NOTES

1) BRAINSTORMING/VISUAL DISPLAY

SOCIAL STUDIES SCIENCE

Provide a visual display of items that people might normally throw away. Suggested items might include a pair of old jeans, milk jug, worn out socks, worn out T-shirt, magazine, old towel, glass jar, cardboard holder for paper towels, used shoes, and an empty ball point pen. Lead students to brainstorm ways to reuse the items.

KEY QUESTIONS

- What would happen to these items if they were thrown away in the trash at home?
- What are the consequences of disposing of these items?
- What are the consequences of reusing them in some way?
- What are some ways that the items can be recycled or reused?

2) PROBLEM SOLVING

SOCIAL STUDIES SCIENCE

Create a display of food items in the classroom. Have students evaluate the packaging on each product. Have students determine the purpose of the packaging, if consumers would use the packaging, and whether or not the package could be reused or recycled. Explain how packaging could influence one's decision to purchase an item if they were an environmentally conscious consumer.

3) CLASS DISCUSSION

SOCIAL STUDIES SCIENCE

Make a list of "Ingredients of Garbage Bags" (paper plates, newspapers, milk carton, jelly jar, Styrofoam egg carton, banana peel, plastic cider jug, 2-liter soft drink bottle, coffee grounds, brown paper bag) or provide a garbage bag filled with the items. Separate the ingredients into separate recyclables. Contact local recyclers for specific information, such as newspapers, corrugated cardboard, and glass recycling options, available in the community. Lead students to discuss how everyone can help alleviate the garbage problem by practicing the 3-R's (Reduce, Reuse, Recycle).

4) PROJECT-BASED LEARNING

Have students work individually or in groups to devise a plan for recycling for a family, business, and community. Some communities, especially in small rural areas, may not have some type of recycling plan. Include what items will be recycled, containers needed for recycling, and places where recyclables can be dropped off or kept. The plan should include incentives to encourage individuals to recycle.

NOTES

The plan may be written or illustrated as a visual in some way. Have students determine which plans might be feasible.

SOCIAL STUDIES

In some communities, recycling areas have become "dumping grounds" for other items other than recyclables. For example, some people dump their trash rather than sorting items for recycling. As an enrichment activity, have students brainstorm possible solutions.

SOCIAL STUDIES

5) GUEST SPEAKER

Invite a guest speaker to explain how tax dollars may be saved and community dollars generated when citizens use recycling centers. Ask the speaker if the city has a center where recyclables may be carried, then sold, and used for the city's benefit. (Note: In some rural communities there may not be provisions for recycling.)

6) GUEST SPEAKER

Invite a guest speaker from a utility company to give a presentation on energy conservation in the home. Have the family and consumer sciences department evaluated for energy effectiveness.

SOCIAL STUDIES

FCCLA

7) INDIVIDUAL ACTIVITY/DECISION MAKING/FCCLA

Have students list at least 10 small acts that they can do which add up to significant environmental protection. Lead students in the FCCLA planning process or the decision-making process in putting these acts into practice. Students can write the plans on a daily calendar or daily "to do" lists discussed in the TEKS on time management.

FCCLA

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Chapter Service Project
- Earth 2000
- Community Service Award

RESOURCES

WEB SITES

Care2
www.care2.com
Earth Island Institute
www.earthisland.org
Environmental Defense Fund
www.edf.org
Environmental Protection Agency
www.epa.gov/

6D- The student is expected to demonstrate home and employment practices for preserving personal safety and the environment.

NOTES

1) PROJECT-BASED LEARNING/INDIVIDUAL ACTIVITY

Have students plan an environmental activity benefitting their family or a family, such as setting up a recycling center in the home or collecting items that can be reused by others. Have students keep a record of the activities and evaluate the project and its consequences for self, family, and the environment.

This is also a wonderful opportunity to demonstrate to students several different activities that they can use in their own family and community to preserve personal safety and the environment. Activities might include:

- how to sharpen scissors or a knife
- how to patch a hole in a pair of jeans or socks
- how to repair the plug on an electric cord

Many times these items are discarded rather than being repaired or recycled. The kinds of activities mentioned are also important life skills.

2) PROJECT-BASED LEARNING/FCCLA

Have students make reusable shopping or tote bags. Decorate the bags and encourage their use instead of plastic or paper bags, which are often used and thrown away. Students may want to use the bags themselves or to implement the plan as a community service project for FCCLA. For more information about fabric bags, see the FHA/HERO Financial Fitness Project guide about "Earth Bags are Easy."

3) PROJECT-BASED LEARNING/FCCLA

Using the FCCLA planning process or problem-solving process to plan and carry out a community project after finding a need in the community. Project ideas might include creating a recycling plan for a small business, setting up trash receptacles in town, having a clean up day at a park or city lots, and adopting a section of the highway to keep clean. The project could also be used as a chapter service project for STAR Events or Earth 2000.

4) PROJECT-BASED LEARNING/FCCLA

Divide the class into small groups. Assign each group the task of developing some type of presentation for peers, parents, citizens in the community, or for younger children on home and employment practices in preserving safety and the environment. Project ideas might include a puppet show, public service announcement, or a brochure. Teaching Aid 58, ***Activity Assessment*** and Teaching Aids 59a-b, ***Brochure Assessment***, could be used in evaluating the projects.

TA 58 Activity Assessment

TA 59a-b Brochure Assessment

NOTES

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Chapter Service Project
- Earth 2000

RESOURCES

WEB SITES

Care2
www.care2.com

Earth Island Institute
www.earthisland.org

Environmental Defense Fund
www.edf.org

Environmental Protection Agency
www.epa.gov/

Keep America Beautiful
www.kab.org/

Management

Knowledge and Skills.

(7) Management of resources.

The student determines effective strategies for human resource management.

The student is expected to:

(A) identify examples of human resources;

(B) demonstrate the use of delegation and division of tasks as techniques for managing human resources; and

(C) determine strategies for managing human resources in personal, family, career, and community settings.

7A- The student is expected to identify examples of human resources.

1) INDIVIDUAL ACTIVITY/VISUAL DISPLAY

Distribute copies of Teaching Aids 60a-b, ***Managing Resources*** and Teaching Aid 61, ***Resource Identification***, to each student. Have students read the information sheet and then complete the worksheet by listing *human resources* that they may possess. As a follow-up for strategy 1, lead students to identify several categories of human resources. Categories might include skills, energy, time, knowledge, and attitudes.

NOTES

TA 60a-b ***Managing Resources***

TA 61 ***Resource Identification***

2) GROUP ACTIVITY/VISUAL DISPLAY

Divide the class into small groups. Assign each group a stage in the family life cycle. Refer to Teaching Aid 15, ***Family Life-cycle Stages***. Have students obtain pictures of human resources of their assigned stage. Encourage students to look for pictures of human resources which represent time, energy, skills, knowledge, and attitudes.

TA 15 ***Family Life-cycle Stages***

KEY QUESTIONS
- During which stages of the family life cycle are the resources of time, energy, and skills likely to be most plentiful? least plentiful?
- How would resource availability affect the family in the beginning stage? childbearing stage? launching stage?
- How might a single person or a couple who chooses not to have children be affected by family life-cycle stages?

3) CLASS DISCUSSION/SURVEY

Lead students in a class discussion about how a person's energy levels vary at different times of the day and how individuals may have varying energy levels. Discuss factors that may influence energy levels, such as adequate sleep, proper nutrition, exercise, and stress.

Conduct a survey within the class to determine peak energy levels of students. If appropriate, make a graph of energy levels of students in the class and post the graph in the classroom.

TAAS MATH

KEY QUESTIONS
- Why is personal energy such a valuable resource?
- What makes some individuals more energetic in the morning and others in the afternoon?
- What can be done to raise one's energy level?

NOTES

KEY QUESTIONS, CONTINUED

- How can the practice of good health habits increase energy levels?
- How can exercise increase energy levels?

4) INTERVIEW

Divide the class into small groups. Assign each group one of the stages of the family life cycle. Have students develop a questionnaire for use in interviewing different kinds of families at their assigned stage of the family life cycle. The interviews should focus on the demands of time and energy at different stages of the family life cycle. Discuss results of the interviews in class. Have students prepare a chart depicting common demands on time and energy during the family life cycle.

KEY QUESTIONS

- What were the most time consuming aspects of the families' routines?
- How were housekeeping tasks divided among family members?
- How much time was spent on home care tasks?
- Which members of the family were responsible for home care tasks?
- What outside activities did the family participate in?

5) CLASS DISCUSSION

Lead a class discussion on knowledge as a human resource. Center the discussion around categories of knowledge, such as common sense knowledge, knowledge gained from experience, knowledge gained in school, and knowledge available from books and inherited intellectual abilities. Have students give examples of successful people who have gained and utilized knowledge from these different sources. Examples might include:

- Will Rogers, Humorist (common sense)
- Sandra Day O'Connor, Supreme Court Justice (school)
- Joe Montana, Football Player (experience)
- Abraham Lincoln, President (books)
- Bill Gates, Computers (innate, books, experience)

FCCLA ACTIVITIES

- STAR Event: Skills for Life
- Power of One: A Better You

7B- The student is expected to demonstrate the use of delegation and division of tasks as techniques for managing human resources.

1) VIDEOTAPE/CLASS DISCUSSION

Use segments of the movie, *Cheaper by the Dozen*, to emphasize how one family demonstrated the use of delegation and division of tasks for managing human resources. Using the movie as a springboard for discussion, divide the class into small groups. Assign half of the groups to read Teaching Aid 62, ***Steps in Delegating*** and the other half of the class, Teaching Aid 63, ***Division of Labor***.

NOTES

TA 62 Steps in Delegating

TA 63 Division of Labor

Have each group outline the steps to be taken in delegating tasks or dividing labor on poster board or newsprint. Have each group select a spokesperson to make a short presentation about delegation or division of labor.

KEY QUESTIONS

- What was the Gilbreth family's philosophy about delegating tasks and division of labor?
- How did the Gilbreth's philosophy compare with the information in the reading assignment?
- From the reading assignment, how were the terms delegation and empowerment defined?
- What five questions should be addressed in delegating work to others?
- What is meant by division of labor?
- What are some suggestions for dividing labor among a household or an organization?

As a follow-up activity, have students read excerpts of the book, *Cheaper by the Dozen*, to analyze the readings for examples of delegation of tasks and division of labor. Students could present their analysis through an illustration or oral presentation.

2) ROLE PLAY

Divide the class into small groups. Assign each group to develop a scenario about a family or business that uses delegation of and division of labor in managing their resources. Have each group role play their situation for the class.

3) CASE STUDY/INDIVIDUAL ACTIVITY

Using Teaching Aid 64, ***Minding the Gym***, have students analyze the case study by listing ways delegation was or was not used. Have students make suggestions about what the characters should do to delegate tasks in correcting their mistakes.

TA 64 Minding the Gym

NOTES

FCCLA ACTIVITIES

- STAR Events: Skills for Life; Illustrated Talk
- Families First
- Power of One

RESOURCES

BOOK

Gilbreth, Frank B., & Carey, Ernestine Gilbreth, 1984. *Cheaper By the Dozen.* New York: Bantam Books.

7C- The student is expected to determine strategies for managing human resources in personal, family, career, and community settings.

1) GROUP ACTIVITY/CASE STUDY

Divide the class into small groups. Distribute copies of Teaching Aids 65a-b, ***Marc and Kena's Dilemma***, to each student. Ask the students to read the story about Marc and list his challenges of managing human resources in personal, family, career, and community settings. Ask students to determine some strategies that Marc could use in managing his resources more effectively. Have each group share their findings with the class.

NOTES

TA 65a-b
Marc and Kena's Dilemma

2) TEAMWORK/STORY

Identify a problem which everyone is aware (i.e., homelessness, vandalism, violence, hunger). Divide the class into small groups. Assign each group a real or fictitious figure. Examples might include Martin Luther King, Garth Brooks, Barbara Walters, Rosie O'Donnell, and Colin Powell. Have each group consider the resources the figure would bring to the problem. Then tell if or how the figure would delegate or divide tasks and finally, tell what strategies might be used to solve the problem. Have each group share their responses through a story or an oral presentation.

3) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Have students write about a fictitious individual or family that does not manage their human resources wisely. Ask students to assume that they are management experts called in to prevent a catastrophe. As the management expert, they must determine strategies for effectively managing resources by the individuals in each scenario.

Students may gather additional information from the Internet, library, and other resources to assist them in determining strategies. Have students share their management expertise.

An alternate activity would be to have students view television sitcoms about families. As they watch the sitcoms, have groups or individuals evaluate the management practices of the people or families involved. Teaching Aids 66a-b, ***Management Strategies***, can be used to evaluate the individuals or families depicted in the sitcoms.

TA 66a-b
Management Strategies

TAAS READING

TAAS WRITING

NOTES

FCCLA ACTIVITIES

- STAR Events: Skills for Life; Illustrated Talk
- Families First
- Power of One

RESOURCES

Management

Knowledge and Skills.

(8) Management of multiple roles.

The student predicts the implications of assuming multiple roles within the life span.

The student is expected to:

(A) identify roles common within the life span;

(B) analyze changes in personal and family priorities within the life span;

(C) summarize responsibilities and rewards of various roles;

(D) describe conflicts and challenges of managing multiple family, community, and wage-earner roles;

(E) determine how family life is impacted by the effectiveness of managing multiple family, community, and wage-earner roles; and

(F) determine how occupational performance is impacted by the effectiveness of managing multiple family, community, and wage-earner roles.

8A- The student is expected to identify roles common within the life span.

1) INDIVIDUAL ACTIVITY

Distribute copes of Teaching Aids 67a-b, ***How Many Roles Do You Juggle?***, to each student. Lead students in a discussion of the questions listed at the end of the worksheet.

2) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Use Teaching Aid 68, ***Terms Related to Roles***, as a transparency or handout. Help students understand the terms as they identify roles common within the life span. Lead students to discuss examples of each term.

KEY QUESTIONS
- How would you define role?
- How do given roles differ from chosen roles?
- Who are some role models that young people often look to today?
- How would one define stereotype?
- What are some types of role conflicts?

3) INDIVIDUAL ACTIVITY

Have students create a simulated Web page of the personal roles they assume in life at the present time. Use Teaching Aid 69, ***Personal Web Page***, as a format for the activity. Have students volunteer to share their Web pages.

4) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Review with students the stages of the life span using Teaching Aid 70, ***The Life Span***. Distribute Teaching Aid 71, ***Examples of Roles Throughout the Life Span***, to each student. Lead students to discuss possible roles of individuals throughout the life span. Compile a master list on a transparency or some type of visual for the class to refer to. As an individual activity, have students complete Teaching Aid 72, ***Roles I May Assume Throughout the Life Span***.

KEY QUESTIONS
- How do roles change throughout the life span?
- How are the roles that you may assume similar to the ones featured on the master list?
- How do the roles that you may assume differ from the examples featured on the master list?
- Why are the roles we assume different from one another?

NOTES

TA 67a-b	***How Many Roles Do You Juggle?***
TA 68	***Terms Related to Roles***
TA 69	***Personal Web Page***
TA 70	***The Life Span***
TA 71	***Examples of Roles Throughout the Life Span***
TA 72	***Roles I May Assume Throughout the Life Span***

NOTES

FCCLA ACTIVITIES

- Power of One
- Families First
- STAR Events: Illustrated Talk; Skills for Life

RESOURCES

BOOKS

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 8A, "Managing Multiple Roles."

Home Economics Curriculum Center, 1992. *Effective Management of Multiple Roles*.

PUBLICATION

Felstehausen, Ginny, 1999. "Managing Multiple Roles," *Essentials for Home Economics Education: The Cornerstone*.

8B- The student is expected to analyze changes in personal and family priorities within the life span.

NOTES

1) BRAINSTORMING

Lead students to brainstorm words associated with priorities. List the words on the overhead or chalkboard. Lead students in a class discussion about priorities at each stage of the life span. Compile a class list of priorities that occur during each stage.

KEY QUESTIONS

- What are priorities?
- How are one's priorities determined?
- How have your priorities changed in the last two years? five years?
- How will your priorities change in the future?
- How do the priorities of parents and grandparents change?
- How is the management of resources impacted by priorities?

2) VIDEOTAPES

Have students view segments of videotapes from movies, such as *On Golden Pond, Dad, Tuesdays with Morrie, Father of the Bride, My Life,* and *Steel Magnolias*. Using the movies as a springboard for discussion, have students identify the changes in the main character's priorities.

KEY QUESTIONS

- What events occurred that changed the priorities of the characters?
- How did the priorities differ between adults in the early adulthood stage and the adults in the later adulthood stage? middle adulthood?
- How did the characters handle the changes?
- What should be the most important priority as an individual? as a couple?

3) GAMES

In order to help students better understand the experiences and priorities of the life span, it may be helpful to have them participate in games, such as the ones in *Activities That Teach* by Tom Jackson or similar activity books.

NOTES

4) TEAMWORK/PROJECT

Have students collect cartoons from newspapers or magazines which may depict changes in personal and family priorities within the life span. Have students compile the cartoons into some type of visual display (e.g., mural, notebook, slide presentation, bulletin board).

If cartoons are inaccessible, have the students substitute pictures or photographs. Underneath the cartoons or pictures, identify the priorities of that stage.

KEY QUESTIONS

- What are the priorities of the infant?
- What are the priorities of the young child?
- What are the priorities of the child in middle childhood?
- What are the priorities of the youth in early adolescence?
- What are the priorities of the youth in middle/late adolescence?
- What are the priorities of the adult in early adulthood?
- What are the priorities of the adult in middle adulthood?
- What are the priorities of the adult in later adulthood?
- What are some priorities common to several stages of the life span?
- What priorities may stay the same throughout the life span?

RESOURCES

BOOKS

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 8A, "Managing Multiple Roles."

Jackson, Tom, 1993. *Activities that Teach*. Cedar City, UT: Red Rock Publishing.

Jackson, Tom, 1995. *More Activities that Teach*. Cedar City, UT: Red Rock Publishing.

Jackson, Tom, 1998. *Activities that Teach Values*. Cedar City, UT: Red Rock Publishing.

8C- *The student is expected to summarize responsibilities and rewards of various roles.*

1) BRAINSTORMING/WRITTEN EXERCISE

Lead students to brainstorm rewards and responsibilities of various roles within the life span. List them on a transparency or chalkboard. Have students assume the role of another person within the life span for twenty-four hours. Instruct them to write the responsibilities and rewards of assuming that role. Students can use Teaching Aid 73, ***In Another Role***, to write their essay.

NOTES

TA 73 In Another Role

TAAS WRITING

2) INTERVIEW

Have students interview people at different stages of the life span and ask them about the responsibilities and rewards of the roles that they must assume. Have students share their findings with the class through a written or oral presentation.

3) GROUP ACTIVITY

Provide stories (e.g., magazines, newspapers) about people at different stages of the life span and the assuming different roles they assume. Divide the class into small groups. Assign each group one of the stories. Have the groups illustrate the rewards and responsibilities of the people in their assigned story. Have each group share their illustrations with the class.

4) PROJECT

Have students compile a class file of magazine and newspaper articles about the rewards and responsibilities of individuals in various roles. The teacher can determine how many articles are required. Have students summarize each article. Students may share their portfolios with other members of the class.

TAAS READING **TAAS WRITING**

NOTES

FCCLA ACTIVITIES

- STAR Event: Skills for Life
- Power of One: A Better You

RESOURCES

WEB SITES

Families and Work Institute
www.familiesandwork.org

National Council on Family Relations
www.ncfr.org

National Network for Family Resiliency
www.nnfr.org

8D- The student is expected to describe conflicts and challenges of managing multiple family, community, and wage-earner roles.

NOTES

TA 74 Types of Family Structures

1) GROUP ACTIVITY

Divide the class into small groups. Assign each group one of the types of family structures. Use Teaching Aid 74, ***Types of Family Structures***, as a guideline. Have students brainstorm various conflicts and challenges of managing multiple family, community, and wage-earner roles that individuals and families might experience in the assigned family structure (e.g., single parent with children; a blended family, their children and their children from previous marriages).

2) CASE STUDY

As students work on the previous strategy, have each group write a case study that their assigned family structure might face. Instruct each group to include conflicts and challenges of managing multiple roles. Examples of conflicts and challenges might include:

- having a sick child
- bringing a guest home for dinner
- having to leave town for an extended period of time on business
- father of parent is suddenly hospitalized
- having two meetings at the same time
- having to work late and son's first ball game
- parents must work but children have day off from school
- older family member who has a terminal illness

Have each group present their case study and describe the conflicts and challenges that the family must manage.

3) INDIVIDUAL ACTIVITY

TAAS READING

Divide the class into small groups. Assign each group an article from a newspaper or magazine on the conflicts and challenges of managing multiple family, community, and wage-earner roles. Magazines that feature such articles include *Good Housekeeping, Family Circle, Woman's Day, Working Mother, Parents,* as well as many others. Students could also search for articles on the Internet. Have each group read the assigned article and prepare an oral presentation on the strategies discussed in the readings.

4) VIDEOTAPE/CLASS DISCUSSION

Have students view a videotape, such as *Managing Multiple Roles* or *Working Parents: Is It Working?*, both are available from The Curriculum Center for Family and Consumer Sciences. Lead a class discussion on the conflicts and challenges of managing multiple roles depicted in the videotape.

NOTES

FCCLA ACTIVITIES

- Career Connection: INTEGRATE Work and Life
- Families First: Balancing Family and Career
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

WEB SITES

Families and Work Institute
www.familiesandwork.org

National Council on Family Relations
www.ncfr.org

National Network for Family Resiliency
www.nnfr.org

VIDEOTAPES

Managing Multiple Roles, available from The Curriculum Center for Family and Consumer Sciences.

Working Parents: Is It Working?, available from The Curriculum Center for Family and Consumer Sciences.

8E- The student is expected to determine how family life is impacted by the effectiveness of managing multiple family, community, and wage-earner roles.

1) SCENARIO

Divide the class into small groups. Provide each group with one of the family life scenarios from Teaching Aid 75, ***Impact on Family Life***. Ask each group to respond in writing to the key questions below. Lead students to share and discuss responses.

KEY QUESTIONS
- How should each family decide what to do?
- What demands are being placed on family members in each of these situations?
- How can career demands sometimes outweigh career rewards in relation to personal and family life?
- How was family life impacted by the effectiveness of managing multiple family, community, and wage-earner roles?

2) INTERVIEW/GROUP ACTIVITY

Assign each student to interview an adult (other than a family member), to find out what his or her work and family schedule of responsibilities in a typical week is like. Prior to the interviews, have the class determine appropriate questions to ask. Use the key questions to guide the kinds of questions.

Following the interviews, divide the class into groups. Have students share examples of how family life was impacted by effective management of family, community, and wage-earner roles.

KEY QUESTIONS
- How was family life impacted by the effectiveness of managing family, community, and wage-earner roles?
- What types of jobs and careers appear to offer flexibility to family members managing multiple roles?

3) VIDEOTAPE

Have students view segments of television sitcoms that depict the effectiveness of managing multiple roles on family life. Examples of television sitcoms might include *Seventh Heaven, Family Matters, Happy Days,* and *The Cosby Show*. Lead students to discuss how family life was impacted in the various situations by the management of multiple roles.

NOTES

TA 75 Impact on Family Life

NOTES

FCCLA ACTIVITIES

- Career Connection: INTEGRATE Work and Life
- Families First: Balancing Family and Career
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

WEB SITES

Families and Work Institute
www.familiesandwork.org

National Council on Family Relations
www.ncfr.org

National Network for Family Resiliency
www.nnfr.org

8F- The student is expected to determine how occupational performance is impacted by the effectiveness of managing multiple family, community, and wage-earner roles.

1) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Distribute copies of Teaching Aids 76a-b, ***Ways That Family, Community and Work Affect Each Other***, to each student. Have students complete the worksheet and then as a class discuss the key questions.

KEY QUESTIONS

- How difficult was it to decide whether to write Family, Community, or Work by each item?
- What is the impact on work if a parent cannot find quality child care?
- What happens to an individual at work if there is not enough leisure time? family time?
- How does an inadequate salary affect family life?
- How do family problems impact an individual's work performance?
- What is the impact on community responsibilities when family and work do not allow sufficient time to participate?

NOTES

TA 76a-b
Ways That Family, Community, and Work Affect Each Other

2) SIMULATION

The teacher should read Teaching Aids 77a-b, ***Balancing Work and Family Experiential Activity for Teachers***, to prepare for the simulation of tasks involved in balancing work and family. The simulation may require at least one class period for each student to simulate the different tasks. Teaching Aids 77c-d, ***Balancing Work and Family Experiential Activity for Students***, should be distributed to each student. Explain the guidelines for the experiential activity prior to the activity. Have students discuss how occupational performance is impacted by the effectiveness of managing multiple family, community, and wage-earner roles.

TA 77a-b
Balancing Work and Family Experiential Activity for Teachers

TA 77c-d
Balancing Work and Family Experiential Activity for Students

3) PLAY/TEAMWORK

Have students act out the play, *Cross Currents*, or a similar drama. *Cross Currents* deals with individuals in a work situation. Each individual has personal issues that are affecting their performance at work. Throughout the course of the play, individuals must balance and solve their personal issues and perform their duties at work. *Cross Currents* is available from Plays for Living. If a published play is not available, have students write one.

NOTES

FCCLA

FCCLA ACTIVITIES

- FHA/Hero Career Connection: INTEGRATE Work and Life
- Families First: Balancing Family and Career
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOKS

Cross Currents. Plays for Living, FSA, 44 East 23rd Street, New York.

Family and Consumer Sciences Education Association, 1992. *Balancing Work and Family*.

PUBLICATION

Felstehausen, Ginny, 1999. "Managing Multiple Roles," *Essentials for Home Economics Education: The Cornerstone*.

109

Management

Knowledge and Skills.
(9) Management of multiple roles.
The student utilizes management techniques required when assuming multiple family, community, and wage-earner roles.

The student is expected to:

(A) determine the effect of various community and career roles on personal and family life;

(B) analyze cultural influences on the management of multiple family, community, and wage-earner roles;

(C) propose management strategies for effectively managing multiple roles; and

(D) propose effective techniques for managing stress.

9A- The student is expected to determine the effect of various community and career roles on personal and family life.

NOTES

1) BRAINSTORMING

Lead a class discussion by identifying the roles and responsibilities that you may have as a family and consumer sciences teacher (e.g., teacher, homemaker, mother, wife, FCCLA advisor, daughter, sister, church choir member, PTA secretary). Have students write on a sheet of paper a list of roles that they may have. Have students prioritize the roles they have listed.

KEY QUESTIONS

- How might parents prioritize the roles?
- How might your peers prioritize the roles?
- If you were a married student and had a family, how would roles change?
- How might a spouse prioritize roles?
- Why is it difficult to choose priorities?
- How do community roles affect personal and family life?
- How do career roles affect personal and family life?

2) CASE STUDIES

Have students read Teaching Aid 78, ***Effects of Community and Career Roles on Personal and Family Life***. Discuss with students the effects that the community and career roles of each individual depicted in the case studies may have on their personal and family life.

TA 78 ***Effects of Community and Career Roles on Personal and Family Life***

3) VIDEOTAPE/LISTENING TEAMS

Have students view segments of a movie that depicts individual and family life being affected by community and career roles. Examples of movies might include *Mr. Mom*, *Mr. Holland's Opus*, and *Father of the Bride*. Assign listening teams to look for specific concepts in the movie. Have teams share their findings.

KEY QUESTIONS

- How did community and career roles of the characters in the movie affect personal and family life?
- What are some ways that career and community roles can affect personal and family life?
- What are examples of roles assumed by parents in dual-career families?

NOTES

TAAS READING

4) RESEARCH/ORAL PRESENTATION

Have students select two or three careers they would like to pursue. Instruct students to use the Internet or the *Occupational Outlook Handbook* to gather information in determining the effects that the selected careers might have on personal and family life. Have each student prepare a short oral report on their findings.

KEY QUESTION

- How does career choice (including the role of full-time homemaker impact family life?

TAAS READING

5) INTERNET ACTIVITIES

As a follow-up to the previous strategy, have students investigate workplaces that offer careers that the students are interested in. Have students gather information about work initiatives that many companies may offer that would make it easier to balance family, community, and careers.

TAAS WRITING

6) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Balancing multiple roles is something every individual must work out for themselves. Many are able to effectively balance family, community, and career roles. Others may struggle constantly and jeopardize relationships at home, in the community, and at work. Have students write an essay on the effects of various community and career roles on personal and family life.

RESOURCES

BOOKS

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 8A "Managing Multiple Roles."

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 8C "Initiatives for Families and Work."

Conrad, Pamela J., 1995. *Balancing Home and Career: Skills for Successful Life Management*, 3rd Edition. Menlo Park, CA: Crisp Publications.

9B- The student is expected to analyze cultural influences on the management of multiple family, community, and wage-earner roles.

NOTES

1) CLASS DISCUSSION

Lead students to discuss the role played by cultural holidays and celebration, U.S. legal federal holidays, traditional holidays and celebrations, and religious holidays and celebrations.

2) PANEL DISCUSSION

Invite a panel of professionals from the community to discuss cultural influences on the management of multiple family, community, and wage-earner roles and responsibilities.

3) GROUP ACTIVITY/RESEARCH

Divide the class into groups. Assign each group a cultural group and instruct each group to research family life in that country of origin. Have students read for information on management of multiple family, community, and wage-earner roles. Use Teaching Aids 79a-b, ***Reading Assignment***, for each group to record the information and answer key questions. Examples of cultural groups students may choose to research include:

- Arab
- Brazilian
- British
- Chinese
- French Canadian
- German
- Italian
- Japanese
- Korean
- Mexican
- Native American
- Nigerian
- Pakistani
- Vietnamese

TA 79a-b
Reading Assignment

TAAS READING

SOCIAL STUDIES

KEY QUESTIONS

- How does the culture view the roles of males and females?
- How does the culture encourage women to be a part of the workforce?
- What happens when spouses do not agree on role expectations because of cultural differences?
- How does one's culture affect their assumption of family roles?
- How does one's culture affect an individual's communication at home? work? community?
- What would it be like to manage multiple roles in this culture?
- What role expectations will make it easy to manage multiple roles?
- What role expectations would make it difficult to manage multiple roles?

NOTES

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 1C, "Understanding Cultural Differences."

PUBLICATION

Zafar, Syed & Zafar, Joyce, 1999. "Multiculturalism." *Essentials for Home Economics Education: The Cornerstone*.

9C- The student is expected to propose management strategies for effectively managing multiple roles.

1) INDIVIDUAL ACTIVITY

Distribute copies of Teaching Aid 80, ***Management Quotes***, to each student. Assign each student a quote from the Teaching Aid. If the class is too large, divide the class into pairs. Have the students or groups read their assigned quote and write their own interpretation as it pertains to effective management of multiple roles including family, community, and wage-earner. Have students share their interpretations with the class. Use the interpretations as a springboard for discussion on the importance of management in successful family, community, and wage-earner roles.

NOTES

TA 80 Management Quotes

2) CASE STUDY

Have students read Teaching Aid 81, ***The Balancing Act*** and Teaching Aids 82a-b, ***Management of Multiple Roles***. Have the students create a list of strategies used in the case study and from the information sheet. Lead students to discuss which strategies they would likely use in the future.

TA 81 The Balancing Act

TA 82a-b Management of Multiple Roles

3) PLAY

Have students act out Teaching Aids 83a-b, ***What's Wrong With This Picture?*** Assign students to portray the characters in the play. As students watch the roles being played, have them watch for ways that the family is out of balance. Divide the class into groups and rewrite the play to reflect role sharing, support systems, priorities, and trade-offs to balance family, community, and wage-earner roles.

TA 83a-b What's Wrong With This Picture?

4) PANEL DISCUSSION

Invite individuals from various stages of the family life cycle to explain how they have effectively managed multiple roles. Assign listening teams to listen for specific concepts. Have the teams share their findings with the class.

NOTES

RESOURCES

BOOKS

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 8A, "Managing Multiple Roles."

Kansas State Board of Education, 1994. *Balancing Work and Family*.

PUBLICATION

Felstehausen, Ginny, 1999. "Managing Multiple Roles." *Essentials for Home Economics Education: The Cornerstone*.

9D- The student is expected to propose effective techniques for managing stress.

NOTES

1) GROUP ACTIVITY

Have students define the term *stress* and write the definition on a large sheet of paper. Arrange the chairs in one large circle, and then arrange a small circle inside the larger one. Using the "inner circle" or "fish bowl" technique, have the students in the small circle discuss their definitions of stress and give examples of stressful experiences they have encountered. The students in the larger circle listen to the smaller group's discussion. Then, have student volunteers from the larger circle explain what they heard. If necessary, change the class definition of stress or list of stressors on the large sheet of paper.

KEY QUESTIONS

- What causes stress in your lives?
- How do you deal with stress?
- What would cause stress in the beginning stage of the family life cycle? in the childbearing or expanding stage? the parenting stage? the launching stage? the middle years? the later years?

2) VIDEOTAPE/CLASS DISCUSSION

Have students view a video segment from a movie (e.g., *Steel Magnolias, Sleepless in Seattle, The Preacher's Wife*) where the characters must deal with the stress of balancing family, community, and wage-earner roles. Using Teaching Aid 84, ***Effective Stress Management Techniques***, lead students to discuss some ways that the characters in the movie could use in managing stress. If a movie segment is unavailable, read a short story or case study that involves individuals or a family trying to manage stress.

TA 84 ***Effective Stress Management Techniques***

KEY QUESTIONS

- What were the stressors in the lives of the main characters?
- How did the characters deal with stress?
- What suggestions could you make to the characters in managing stress?

3) GAME

Have students participate in the game featured in Teaching Aids 85a-b, ***Stressed Till You Pop! Balloon Exercise***. Discuss some ways that high school students can implement strategies in their lives to handle stress. Next, discuss how adults can manage family, community, and wage-earner roles.

TA 85a-b ***Stressed Till You Pop! Balloon Exercise***

NOTES

TA 84 ***Effective Stress Management Techniques***

FCCLA

4) **GROUP ACTIVITY**

Divide the class into small groups. Assign each group a stress management technique. Have each group create a role play, song, model illustration, or other product that explains the technique to the class. Students can refer to Teaching Aid 84, ***Effective Stress Management Techniques***.

5) **INDIVIDUAL ACTIVITY/FCCLA**

Have students determine several stress management techniques that they would like to try. Have students use the stress management techniques for five or more days. At the end of the time period, have the students report back to the class and tell which techniques were successful or unsuccessful. This strategy could also be used as a Power of One: A Better You project.

RESOURCES

BOOKS

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 2A, "Stress Management."

Kansas State Board of Education, 1994. Balancing Work and Family Curriculum.

Management

Knowledge and Skills.
(10) Management of multiple roles.
The student utilizes interpersonal skills in managing family, community, and wage-earner roles.

The student is expected to:

(A) practice techniques for effective communication;

(B) determine the relationship of personal priorities to family and employment needs;

(C) utilize conflict resolution, assertiveness, and negotiation techniques; and

(D) determine ways that assertiveness, conflict resolution, and negotiation skills can be utilized in managing family, community, and wage-earner roles.

10A- The student is expected to practice techniques for effective communication.

1) BRAINSTORMING

Have students brainstorm situations in family, community, and work life where effective communication would be necessary to create positive relationships. Use Teaching Aid 86, ***Situations for Effective Communication***, as a transparency or as a format for listing situations on newsprint or chalkboard.

NOTES

TA 86 Situations for Effective Communication

KEY QUESTIONS

- What are some effective communication strategies?
- What are the consequences if family members do not communicate effectively?
- What are the consequences if effective communication does not occur in community roles?
- What are the consequences if effective communication does not occur in the workplace?

2) ROLE PLAY

Lead students to brainstorm indicators of verbal and nonverbal communication — both positive and negative. Have students practice effective communication skills through a series of role plays. Provide students with scenarios in the family, community, and workplace such as:

- handling a disagreement with a spouse
- dealing with a rebellious family member
- working with a demanding boss
- handling an ethical problem at work
- terminating a job
- dealing with a dominating church chairperson

Students may want to suggest additional scenarios. Discuss with students techniques for communicating effectively. Use Teaching Aid 87, ***Improving Your Communication Skills***, to assist in the class discussion.

TA 87 Improving Your Communication Skills

3) AUDIOTAPE/GROUP ACTIVITY

Record simulated verbal communication messages representing different people in various family, community, and career situations on audiotape. Have student volunteers pretend to be in the various career situations and make recordings. Students may exhibit a variety of communication styles and accents.

NOTES

Working in small groups, have the students audiotape themselves. Ask each student to listen to the tape, analyze their own verbal communication, and write down both positive and negative aspects of what they heard. Have students make suggestions for improving their verbal communication skills if applicable.

KEY QUESTIONS

- What was your first impression of each person based on the recorded messages?
- How do people form impressions of others simply by listening to their verbal communication?
- Did you visualize a physical picture of any of the people you heard on the tape just by listening to the voices?
- What communication styles, accents, etc. made it easier for you to understand the speaker? made it more difficult?
- How important is effective verbal communication? in family roles? in community roles? in workplace roles?

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Interpersonal Communication
- Power of One: A Better You; Working on Working

RESOURCES

BOOKS

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 4A, "Verbal and Nonverbal Communication."

Family and Consumer Sciences Education Association, 1994. *Balancing Work and Family*.

10B- The student is expected to determine the relationship of personal priorities to family and employment needs.

NOTES

SOCIAL STUDIES

1) CLASS DISCUSSION

In a recent publication by The Families and Work Institute, *Changing Workforce in America*, employees of all ages indicated they would like to allocate less time and energy to work and more time and energy to themselves, their families, and friends. Young employees seemed particularly protective of personal and family life. Lead students to discuss their own opinions and how a shift from spending more time at work to spending more time with family might impact future family and work options. The Web site address for The Families and Work Institute is www.familiesandwork.org, if more information is needed.

2) GUEST SPEAKER/PANEL DISCUSSION

Invite an entrepreneur from the community to share their experiences in starting their own businesses. Ask the guest speaker to describe the priorities that prompted them to start their own businesses. Have the guests address how their families are involved in their respective businesses.

3) WRITTEN EXERCISE

Have students write a summary describing the relationship of personal priorities to family and employment needs or write a reaction paper to the information found in the first strategy by the Families and Work Institute.

NOTES

FCCLA ACTIVITIES

- Power of One: All units
- STAR Events: Illustrated Talk; Skills for Life; Entrepreneurship
- Families First

RESOURCES

AGENCIES AND ORGANIZATIONS
Families and Work Institute

Texas Work and Family Clearinghouse

10C- The student is expected to utilize conflict resolution, assertiveness, and negotiation techniques.

1) CLASS DISCUSSION/WRITTEN EXERCISE

Display Teaching Aid 88, ***Methods Used to Resolve Conflicts***, and lead a class discussion on the many ways individuals resolve conflict. Emphasize the following points in the discussion:

- Change in some form has to be accepted by both parties for successful resolution to occur.
- In order for there to be a positive outcome to the conflict, both parties must be willing to work together toward resolution.
- Destructive methods for attempting to resolve conflict most often result in destroyed relationships and feelings of anger, guilt, and regret.
- Using effective communication skills often prevents situations involving conflict from developing.
- A sign of a successfully resolved conflict is that both parties come away from the experience with a strengthened relationship.

NOTES

TA 88 ***Methods Used to Resolve Conflicts***

TA 89 ***Constructive Conflict Resolution***

TAAS WRITING

Distribute copies of Teaching Aid 89, ***Constructive Conflict Resolution***, and review the definitions with the students.

KEY QUESTIONS

- Which of the constructive methods would appear to be the most satisfying to both parties? Why?
- What examples can you give of each method of constructive conflict resolution?
- How are these methods effective in relationships between spouses and other family members?
- How are these methods used in business and government relations?

Have each student use two sheets of paper. On the first sheet, students are to write an anonymous letter to "Dear Abby" describing a conflict situation that might occur in a family, between friends, in relationships with peers in the community, or in the workplace. Collect the letters and redistribute them so that each student receives someone else's letter. On the second sheet, instruct students to write a response from "Abby" and identify which method of constructive conflict resolution might work best in the situation. Have students read their letters and responses to the class.

2) VIDEOTAPE/GROUP ACTIVITY

Display Teaching Aid 90, ***Skills for Successful Negotiating***. Discuss with students the importance of negotiating skills in many situations that people encounter. Have students view a video or video segment

TA 90 ***Skills for Successful Negotiating***

NOTES

that focuses on the negotiating skills of the characters such as:

- *Guess Who's Coming to Dinner*
- *Immediate Family*
- *The Little Mermaid*
- *The Parent Trap*
- *Mrs. Doubtfire*

Following the video, have students work in groups to determine specific examples from the story where the characters used successful negotiation skills. Refer students to Teaching Aid 90.

KEY QUESTIONS

- What negotiations took place in the story?
- What were the outcomes of the negotiations?
- Were the characters skilled in negotiating? How?

FCCLA ACTIVITIES

- STAR Events: Interpersonal Communication; Skills for Life
- Families First

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 4A, "Conflict Resolution."

VIDEOTAPE

Conflict Resolution, available from The Curriculum Center for Family and Consumer Sciences.

10D- The student is expected to determine ways that assertiveness, conflict resolution, and negotiation skills can be utilized in managing family, community, and wage-earner roles.

NOTES

TEKS 10D and TEKS 10C can be taught at the same time. TEKS 10D focuses on the utilization of these skills in managing family, community, and wage-earner roles.

1) ROLE PLAY/CLASS DISCUSSION

Divide the class into small groups. Have each group role play a scenario utilizing assertiveness, conflict resolution, and negotiation skills in managing family, community, and wage-earner roles. Examples of scenarios might include:

- children are constantly fighting between one another
- disagreement between spouses over money
- two close friends are running for the same political office
- club members are dissatisfied with how the meetings are run
- your daughter is being falsely accused of creating a disturbance in the classroom
- disgruntled customer

Discuss with students alternative solutions to each scenario.

KEY QUESTIONS

- What assertiveness skills were used in the role play? Why?
- How were conflict resolution skills used in the role play?
- How were negotiation skills used?

2) CASE STUDY/INDIVIDUAL ACTIVITY

Distribute a copy of Teaching Aid 91, ***What Would You Do?***, to each student or use as a transparency. Have students read the case study and using their assertiveness, conflict resolution, and negotiation skills, write a solution to the problem. Have students volunteer to share their responses with the class.

TA 91 What Would You Do?

TAAS WRITING

NOTES

RESOURCES

BOOKS

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 4A, "Conflict Resolution."

VIDEOTAPE

Conflict Resolution, available from The Curriculum Center for Family and Consumer Sciences.

Management

Knowledge and Skills.

(11) Career preparation.

The students analyzes components of responsible behavior.

The student is expected to:

(A) analyze one's responsibilities to family, employer, community, and society;

(B) identify personal short-term and long-term goals that contribute to responsible behavior; and

(C) propose strategies for demonstrating personal responsibility through community service.

11A- The student is expected to analyze one's responsibilities to family, employer, community, and society.

NOTES

1) BRAINSTORMING

Have students define the term *responsibility*. Read the scenario featured below. Lead students to brainstorm the responsibilities that the character has to family, employer, community, and society. The responsibilities may be listed on an overhead or chalkboard.

Scenario:
Shawna is a thirty-year-old single mother with two young children, ages six and eight. She is employed as a secretary at the local high school. Shawna's children attend an elementary school nearby. Being a school secretary requires Shawna to be on the job from 7:45 a.m. to 4:00 p.m.

Shawna really enjoys the sport activities at the high school and has assumed extra duties in selling tickets to football, basketball, volleyball, and other sports events. Shawna's extra duties require at least two to three nights a week of her time.

Shawna and her family attend the local church every Sunday and other activities during the week. Shawna's two children are also involved in soccer during the late summer and early fall.

2) CASE STUDY/INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Distribute copies of Teaching Aid 92, ***Responsibilities***, to each student. Have students read the case studies and identify the responsibilities that the individuals have in each case study. Ask student volunteers to share their responses.

TA 92 Responsibilities

KEY QUESTIONS

- What are some of the responsibilities of an individual in each of the above categories?
- What is needed to help an individual fulfill their responsibilities?
- What happens to the individual and his/her family if those responsibilities are not fulfilled?
- What are some things that can be done to help one do a better job of fulfilling their responsibilities?

NOTES

FCCLA ACTIVITIES

- STAR Events: Skills for Life; Illustrated Talk
- Career Connection

RESOURCES

11B- The student is expected to identify personal short-term and long-term goals that contribute to responsible behavior.

NOTES

1) BRAINSTORMING

Have students brainstorm choices that teens must make in the future. Write the choices on the chalkboard or the overhead. After listing ten or more choices, have students identify responsible and irresponsible alternatives teens could select for each of the choices listed.

KEY QUESTION

- What happens to the opportunities available to individuals in life if they make responsible choices? irresponsible choices?

2) GROUP ACTIVITY/CASE STUDIES

Distribute copies of Teaching Aid 93, ***Goals That Contribute to Responsible Behavior,*** to each student. Divide the class into small groups. Have each group discuss the case studies and report to the class their responses.

TA 93 Goals That Contribute to Responsible Behavior

3) RESEARCH/PROJECT

Have students search for stories in newspapers, magazines, Internet, or other resources for stories about people who have made responsible and irresponsible choices. Have students read the stories and identify the short-term and long-term goals of the individuals in the stories. Have students illustrate the stories of the people they read about and post the illustrations on some type of visual display (e.g., bulletin board, display case) with a caption that relates to short-term and long-term goals that contribute to responsible behavior.

TAAS READING

4) WRITTEN EXERCISE

Have students write down some of the choices they will make in the future. Next to each choice, have the students list short-term and long-term goals they will set in order to achieve the responsible choices. Have student volunteers share their responses.

TAAS WRITING

NOTES

FCCLA ACTIVITIES

- STAR Events: Skills for Life; Illustrated Talk
- Career Connection
- Power of One

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 8B, "Goal Setting and Decision Making."

11C- The student is expected to propose strategies for demonstrating personal responsibility through community service.

NOTES

1) CLASS DISCUSSION

Lead a class discussion on the many ways in which students can demonstrate (both now and in the future) personal responsibility through community service. Discuss with students the rewards and benefits of community service. Lead students to list places in the community that they can volunteer.

KEY QUESTIONS

- What are some of the benefits and rewards of being a volunteer in the community?
- Why is it important to demonstrate personal responsibility through community service?

2) VIDEOTAPE

Have students view the video, *The Future Is Ours, So Now What?*, available from Lions Club international through Video Placement Worldwide. The video focuses on the many things that teens can do to demonstrate personal responsibility through community service. United Way and other organizations may have similar videotapes. Have students write a reaction summary to the video.

3) INDIVIDUAL ACTIVITY

Distribute copies of Teaching Aid 94, ***Roles and Responsibilities in the Community Questionnaire***, to each student to complete. Have students share their responses to the questionnaire.

TA 94 ***Roles and Responsibilities in the Community Questionnaire***

NOTES

FCCLA ACTIVITIES

- STAR Events: Skills for Life; Illustrated Talk
- Career Connection
- Leaders at Work

RESOURCES

VIDEOTAPE

The Future is Ours, So Now What?, available from Lions Club International through Video Placement Worldwide.

Management

Knowledge and Skills.
(12) Career preparation.

The student analyzes management as an employability skill fundamental to all careers as well as being an occupational field itself.

The student is expected to:

(A) explain the importance of effective management skills for enhancing job performance;

(B) determine employment and entrepreneurial opportunities and preparation requirements in the field of management;

(C) demonstrate effective verbal, nonverbal, written, and electronic communication skills;

(D) demonstrate effective techniques to secure, maintain, and terminate employment;

(E) practice positive human-relations skills;

(F) appraise the impact of technology on management career opportunities; and

(G) appraise the impact of societal, cultural, and changing demographic factors on management career opportunities.

12A- The student is expected to explain the importance of effective management skills for enhancing job performance.

NOTES

1) CLASS DISCUSSION

In order to enhance job performance, it is important for employees to possess a variety of management skills. Everyday work requires individuals to utilize problem solving, decision making, planning, and communication skills. No matter what job or career a person pursues, they will be required to solve problems, plan and organize their work, and communicate well with others to get the job done. Employees at all levels of the workforce utilize the management process (planning, implementing, controlling, and evaluation). Point out the importance of all of these effective management skills for enhancing job performance.

Use several examples of careers where these skills are evident. Examples might include a chef in a restaurant, an elementary teacher, a welder, a carpenter, or a cashier in a supermarket.

KEY QUESTIONS

- How do effective management skills enhance job performance?
- What happens to employees who do not practice effective management skills?
- How can effective management skills be learned?
- How do effective time management strategies practiced in the workplace save money? how can they make money?
- How can effective communication skills enhance job performance?

2) ROLE PLAY

Divide the class into small groups. Have the students develop a scenario which focuses on the importance of effective management skills in enhancing job performance. Examples might include:

- a student employed as a worker in the concession stand at a movie theater
- a young adult employed as an assistant in an auto parts business
- a young man working at the front desk of a hotel
- a young woman working as a receptionist at a large business
- a student employed as an assistant at an after school child care facility
- a FCCLA member running for regional officer
- a high school student playing in the band and playing basketball

Have each group discuss how effective management skills could be utilized in the situation.

NOTES

FCCLA ACTIVITIES

- STAR Event: Skills for Life
- Career Connection
- Leaders at Work
- Power of One: Working on Working

RESOURCES

BOOKS

Future Homemakers of America, Inc., 1998. *Career Connection*.

Future Homemakers of America, Inc., 1999. *Leaders at Work*.

12B- The student is expected to determine employment and entrepreneurial opportunities and preparation requirements in the field of management.

NOTES

1) CLASS DISCUSSION

Lead students to discuss why individuals start their own businesses. Some of the reasons might include lack of job security, frustration with office politics, want a flexible schedule, desire to stay home with the children, lack of opportunity for promotion, lack of opportunity for creativity, or want the ability to make their own decisions.

KEY QUESTIONS

- What are some necessary requirements for an entrepreneur?
- What type of personal characteristics might an entrepreneur possess?
- What are the advantages and disadvantages of owning one's business?
- What kinds of new businesses are likely to fail?
- How can a teen become an entrepreneur?

2) PANEL DISCUSSION/LISTENING TEAMS

Invite a panel of women business owners or contact a local women entrepreneur's group to share their experiences in business. According to the U.S. Small Business Administration, women are starting businesses at twice the rate of men. Have panel members discuss how their professional life impacts their families and family responsibilities. Also, have panel members discuss how their families and family responsibilities impact their businesses.

Have the students divide into listening teams and report back to the class their findings. See the Creative Ideas section for more information on listening teams.

3) GUEST SPEAKER/RESEARCH

Invite a member from the American Management Association (AMA) or similar organizations to speak to the class. Ask the speaker to discuss such topics as career and business opportunities, outlook in management, personal characteristics needed, training and education needed, and impact of management on families.

Organizations such as Lions Club, Kiwanas, and Rotary International, have members who represent different businesses in their respective communities. Members in these organizations could provide valuable information and could share their own experiences.

TA 95 Web Sites for Career Opportunities

TAAS WRITING

NOTES

If a guest speaker is not available, have students use the Internet to gather information about employment and entrepreneurial opportunities and preparation requirements in the field of management. Teaching Aid 95, ***Web Sites for Career Opportunities***, provides some of the numerous Internet sites available.

Have students write a two-page report on their findings. Ask students to share the information with the class in a brief oral presentation.

FCCLA ACTIVITIES

- Career Connection: All Units
- STAR Event: Entrepreneurship
- Power of One: Working on Working

RESOURCES

BOOKS

Future Homemakers of America, Inc., 1998. *Career Connection*.

Future Homemakers of America, Inc., 1999. *Leaders at Work.*

WEB SITE

American Association of Family and Consumer Sciences
www.aafcs.org

12C- The student is expected to demonstrate effective verbal, nonverbal, written, and electronic communication skills.

TEKS 12C is closely related to TEKS 10A which focuses on the practice of effective communication techniques as they relate to utilizing interpersonal skills in managing family, community, and wage-earner roles.

NOTES

1) GAMES

Divide the class into small groups. Assign each group one of the communication games depicted on Teaching Aid 96, ***Practicing Communication Skills***. Have each group carry out the assigned game. After each group has completed their game, lead students to discuss the importance of effective communication skills.

TA 96 ***Practicing Communication Skills***

KEY QUESTIONS

- What kinds of communication skills were involved in the games that the class members participated in?
- In what ways do individuals communicate with one another?
- How are verbal and nonverbal communication related?
- What are some examples of effective communication? ineffective?
- How do effective communication skills promote personal and career success?

2) PROJECT

TAAS READING

Provide a variety of catalogs, newspapers, magazines, and other resources that feature electronic communication devices. Have students explore various electronic communication applications that facilitate management of various resources (e.g., personal and household budgeting, menu planning, family calendar, time management, home maintenance, physical fitness, on-line shopping, E-mail). Have students compile a class resource file on the information that is gathered or prepare a visual display.

As an alternative activity, have students perform hands-on activities using software designed for areas, such as family budgeting, menu planning, and family calendar.

KEY QUESTIONS

- What electronic devices are used most often by individuals and families in the home? home-based businesses? large businesses and corporations?
- How do individuals and families benefit from the use of these electronic communication devices?

NOTES

3) INDIVIDUAL ACTIVITY

Have students investigate the various forms of electronic communication. Instruct students to choose one form of electronic communication and prepare a report on how it helps the user to manage time, energy, money, and other resources. If access to the electronic communication devices is available, have students demonstrate how to use them.

TAAS WRITING

4) CLASS DISCUSSION/WRITTEN EXERCISE

Have students practice written communication skills by writing items such as the following:

- cover letter to accompany a resumé
- acceptance of a job
- letter of resignation
- note of appreciation for a classroom guest speaker
- request for information about a specific product or item
- letter to the editor to a local newspaper

FCCLA ACTIVITIES

- Leaders at Work
- STAR Events: Skills for Life; Applied Technology; Job interview
- Career Connection
- FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOKS

Future Homemakers of America, Inc., 1998. *Career Connection*.

Future Homemakers of America, Inc., 1999. *Leaders at Work*.

SOFTWARE

Claris Workshop for the Home. Eugene, OR: Vision Technologies.

12D- The student is expected to demonstrate effective techniques to secure, maintain, and terminate employment.

1) GUEST SPEAKER/EDUCATIONAL TOUR

Invite a representative from the Texas Workforce Commission or another state employment agency to speak to students about the job searching process. Ask the speaker to share the types of services available for prospective employees.

If a Texas Workforce Commission office is located nearby, arrange for an educational tour to the facility. Have a representative discuss as well as demonstrate the services that are available.

If access to a guest speaker or educational tour is not possible, have students visit TWC's Web site: www.twc.state.tx.us

2) RESEARCH/ORAL PRESENTATION

Have students work in small groups to locate, prepare, and present information to the class on the following topics related to securing employment:

- Locating Job Leads
- Developing a Resumé
- Writing a Letter of Inquiry
- Completing a Job Application
- Interviewing for a Job

Use Teaching Aid 97, ***Securing Employment***, to provide suggestions for students in completing their assignments. Ask each group to plan their presentation and secure teacher approval before proceeding. It will be important to coordinate timing and the information to be presented. Prepare copies of the following teaching aids as needed by groups:

- Teaching Aid 98, ***Where Do You Look for Jobs?***
- Teaching Aid 99, ***Letter of Inquiry***
- Teaching Aid 100, ***Completing an Application Form***

3) AUDIOTAPE/INDIVIDUAL ACTIVITY

Audiotape brief interviews with several employers answering the following question: What traits or skills do your most productive and valued employees possess? Play the audiotape in class, and have students compile a listing of traits and skills mentioned.

Display Teaching Aid 101, ***What Do Employers Expect?*** Have students take a sheet of paper, lay it horizontally, and divide it into three columns. For each trait listed, ask students to write the trait in the left column. In the middle column, have them describe what demonstrating the trait would look like.

NOTES

TA 97 Securing Employment

TA 98 Where Do You Look for Jobs?

TA 99 Letter of Inquiry

TA 100 Completing an Application Form

TAAS READING

TA 101 What Do Employers Expect?

NOTES

- For example, honesty "looks like" more than not taking things that do not belong to you. It means giving a fair day's work for a day's pay. It means your employer can take what you say to be absolutely true.
- Punctuality, likewise, would mean being on time for work. It would mean getting tasks done when they need to be done.

Have students complete the exercise for each of the traits depicted on the teaching aid, as well as those most frequently cited in the audiotaped interviews with employers. After completing the left and middle columns, lead students to share and discuss their descriptions. As a final step, have students rate themselves on demonstration of each trait by placing one of the following in the right column: ✓+ for traits the student demonstrates well, ✓ for traits the students just feel are OK, and x for traits that definitely need improvement. Encourage students to develop a plan that would build traits that need improvement. Point out that each of these traits is critical to successfully maintaining employment.

TA 102 Terminating Employment

TAAS WRITING

4) CLASS DISCUSSION/WRITTEN EXERCISE

Provide students with Teaching Aid 102, ***Terminating Employment***. Lead a class discussion on the information provided.

KEY QUESTIONS

- What are examples of good reasons to leave a job?
- What are examples of poor judgment in leaving a position?
- Why is it important to terminate a job as positively as possible?
- What impact might techniques used to terminate a job have on future job opportunities?
- How are job references related to termination policies?
- If a person decides to leave a job, what should they tell the employer?

Guide students in writing sample letters of resignation, following the tips presented in Teaching Aid 102. Have students work in pairs to critique each other's letters and suggest possible revisions.

RESOURCES

WEB SITE

Students' Work Consortium
www.swcskills.org

FCCLA ACTIVITIES

- Career Connection: PLUG In to Careers; LINK UP to Jobs; or ACCESS SKILLS for Career Success
- Power of One: Working on Working
- STAR Event: Job interview

FCCLA

12E- The student is expected to practice positive human-relations skills.

1) CLASS DISCUSSION/GROUP ACTIVITY/ROLE PLAY

Distribute copies of Teaching Aids 103a and 103b, ***Mastering Positive Human-Relations Skills***, for students to read individually. Discuss with students how attitude, dependability, self-control, initiative, honesty, and cooperation are traits that are an integral part of achieving positive human-relations skills.

KEY QUESTIONS

- What additional traits contribute to positive human relations with others?
- How do these factors contribute to success in managing family, community, and career roles?
- What opportunities do you have to practice improving human-relations skills while in high school?

Divide the class into groups and assign each group to write a case study that illustrates high school students demonstrating positive human-relations skills with others in a variety of situations. Have students role play the case studies for the class.

2) INTERVIEW/WRITTEN EXERCISE

Have students interview an individual who is in a position of seeing how good and poor human-relations skills affect an individual's effectiveness in family, community, or career settings. Have students write a summary of their findings.

KEY QUESTIONS

- What were the characteristics of the individual's human-relations skills?
- How were other individuals affected?
- How did the skills affect the individual's personal effectiveness?

3) GROUP ACTIVITY

Divide the class into small groups. Have each group make a visual display promoting effective human-relations skills. The displays need to have a clear, attractive, and easy-to-read message with illustrations or pictures. If posters are made, the students could display them in other places than the classroom.

NOTES

TA 103a-b
Mastering Positive Human-Relations Skills

TAAS READING

TAAS WRITING

NOTES

FCCLA ACTIVITIES

- Career Connection: ACCESS SKILLS for Career Success
- Power of One: A Better You; Working on Working
- STAR Events: Interpersonal Communications; Skills for Life; and Job Interview
- Additional FCCLA activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOKS

Future Homemakers of America, Inc., 1999. *Leaders at Work.*

Future Homemakers of America, Inc., 1998. *Career Connection.*

12F- The student is expected to appraise the impact of technology on management career opportunities.

NOTES

1) GUEST SPEAKER

Invite the technology coordinator or another educator involved with technology from your school to speak to the class about the changes that have been made in the local school district to give students the opportunity to become technologically ready for the workplace. Ask the speaker to share about career opportunities within the technology field and issues of technology within other occupational areas. If applicable, ask the speaker to share the impact of technological advances in the home and business.

2) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Using Teaching Aid 104, ***Impact of Technology on Management Careers***, have students write an essay on how these devices have impacted management career opportunities. Have students share their responses with the class.

TA 104 Impact of Technology on Management Careers

TAAS WRITING

3) INTERVIEW/WRITTEN EXERCISE

TAAS WRITING

Have students interview an individual employed in some type of management career (e.g., sales manager, store manager, service manager). Sample questions might include:

- What new career options have arisen in management careers as a result of technology?
- What are examples of careers in the field that have significantly changed as a result of technology?
- How have preparation requirements and education changed as a result of technology?
- How has technology changed the way jobs are performed?
- How has technology impacted management of family and career life?

From the interview responses, assign students to write a paper explaining how technology impacts management career opportunities and predicting how technology is likely to impact their future careers.

NOTES

FCCLA ACTIVITIES

- Leaders at Work
- Career Connection
- Power of One: Working on Working

RESOURCES

BOOKS

Future Homemakers of America, Inc., 1999. *Leaders at Work*.

Future Homemakers of America, Inc., 1998. *Career Connection*.

12G- The student is expected to appraise the impact of societal, cultural, and changing demographic factors on management career opportunities.

NOTES

1) BRAINSTORMING

Have students brainstorm the ways that they see the impact of societal, cultural, and changing demographic factors in Texas and the United States. List the ideas on the overhead or newsprint for the class to see. Lead students to discuss how these factors may impact management career opportunities. Some factors might include the increased growth of the Hispanic population, society is becoming more urban than rural, increased mobility of families, more women in the workforce, and an increase in the older adult population.

KEY QUESTIONS

- What impact do societal factors have on management career opportunities? cultural factors? changing demographic factors?
- What are some careers where these factors are evident?
- How will these factors continue to affect management career opportunities in the future?

2) RESEARCH/INDIVIDUAL ACTIVITY

TAAS READING

TAAS WRITING **SOCIAL STUDIES**

Have students gather information from the library, the Internet, and other resources on the predictions and trends for management related careers. The *Occupational Outlook Handbook, Demographics, Entrepreneur* magazine, and other periodicals have valuable information on this topic. Have students write a summary and/or develop some type of visual (e.g., poster, collage) with their findings.

As a follow-up strategy, have the students compile a list of careers that has been created because of societal, cultural, and changing demographic factors.

3) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

TAAS WRITING

Have students select a career listed in the previous strategy that they would like to pursue and gather more information about that career. The findings could be summarized in a written report or essay.

NOTES

FCCLA ACTIVITIES

- Career Connection: All Units
- STAR Event: Entrepreneurship
- Power of One: Working on Working

RESOURCES

BOOKS

Future Homemakers of America, Inc., 1999. *Leaders at Work*.

Future Homemakers of America, Inc., 1998. *Career Connection*

Management

Knowledge and Skills.
(13) Career preparation.

The student completes a supervised career-connections experience applying knowledge and skills developed in the study of management.

The student is expected to:

(A) determine home and business applications of knowledge and skills developed in the study of management; and;

(B) utilize a career-connections experience to demonstrate occupational applications of competencies developed in the study of management.

13A- The student is expected to determine home and business applications of knowledge and skills developed in the study of management.

TO THE TEACHER

TEKS 13A and 13B are essential knowledge and skills for the supervised career-connections experience. Please refer to the section, *Supervised Career-connections Experiences*, in this instructional guide for examples of career-connections experiences for students enrolled in the Management course.

NOTES

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NOTES

RESOURCES

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13B- The student is expected to utilize a career-connections experience to demonstrate occupational applications of competencies developed in the study of management.

TO THE TEACHER

TEKS 13A and 13B are essential knowledge and skills for the supervised career-connections experience. Please refer to the section, *Supervised Career-connections Experiences*, in this instructional guide for examples of career-connections experiences for students enrolled in the Management course.

NOTES

NOTES

RESOURCES

Supervised Career-connections Experiences

NOTE TO THE TEACHER

Ideas in this section provide examples of career-connections experiences for students enrolled in the Management course. Career-connections experiences are designed to be extensions of school-based learning through entrepreneurial, research, or work-based applications (work-based applications include home, business, or community contexts). This is an extended learning arrangement, comparable to work-based instructional arrangements for occupationally-specific courses. Career-connections experiences may be designed as a singular substantial project to be carried out over the scope of the semester or a series of short term activities. Regular supervision and reporting will be necessary throughout the course for successful completion of the career-connections experience.

Essential Knowledge and Skills:

13A The student is expected to determine home and business applications of knowledge and skills developed in the study of management.

13B The student is expected to utilize a career-connections experience to demonstrate occupational applications of competencies developed in the study of management.

FCCLA projects and programs have been suggested throughout the course that, depending on depth and extent, could constitute a supervised career-connections experience.

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Supervised Career-connections Experience

***1E-** The student is expected to utilize the decision-making process in solving problems and managing peer pressure.*

***2E-** The student is expected to utilize the goal-setting process.*

***4D-** The student is expected to identify the components of money management.*

***5C-** The student is expected to analyze investment and retirement options and their role in personal risk management.*

THE STUDENT WILL:

1. Designate a specific amount of money to invest (e.g., $5.00, $10.00, $20.00).
2. Using the Internet, research a variety of resources available to make the money grow.
3. Make a written plan that would include investment plans, identified resources, and the steps involved.
4. Develop a timeline to determine goals.
5. Write a report with regard to the best method of increasing the investment.
6. Complete the plan.
7. Summarize the project by explaining applications of knowledge and skills learned through this experience.

THE STUDENT WILL SUBMIT FOR EVALUATION:

- an investment plan
- computer-generated resource information
- a timeline
- a written and oral report of the project experience
- a summary of the project experience, including #7 above
- parent or guardian evaluation with signature

Supervised Career-connections Experience

8E- The student is expected to determine how family life is impacted by the effectiveness of managing multiple family, community, and wage-earner roles.

9C- The student is expected to propose management strategies for effectively managing multiple roles.

12A- The student is expected to explain the importance of effective management skills for enhancing job performance.

12B- The student is expected to determine employment and entrepreneurial opportunities and preparation requirements in the field of management.

THE STUDENT WILL:

1. Select three areas of money management in which you would like to pursue a career (e.g., banking, investments, insurance, credit counseling).
2. Conduct research on the careers by reading and conducting interviews with professionals in the field.
3. After the research and interviews are completed, select one career that you would like to pursue (e.g., insurance salesperson, loan officer at a bank, investment advisor, family financial planner).
4. Write a story about yourself ten years from now in which you are successfully pursuing the selected career. Describe your daily activities.
5. Determine what your family might be like ten years from now. Write a scenario about your daily family responsibilities.
6. Merge the two lists of career responsibilities and family responsibilities. Write a daily time work plan for yourself in which you are able to accomplish tasks needed at home, in the community, and at work. End the list with strategies you will use to balance multiple family, community, and career roles.
7. Create a brochure for people that would like to pursue the same career you have chosen. In the brochure, list preparation requirements for the career, as well as tasks to be assumed on the job. List strategies for balancing work and family in this career. Use Teaching Aid 59a-b, ***Brochure Assessment***, to evaluate your work.

THE STUDENT WILL SUBMIT FOR EVALUATION:

- copies of the resource information and complete bibliography of the readings
- responses from the interviews
- career scenario
- family scenario
- merged list of responsibilities
- strategies for balancing multiple family, community, and wage-earner roles
- a summary of the project experience
- a written and oral report of the project experience
- parent or guardian evaluation with signature

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Supervised Career-connections Experience

***1D-** The student is expected to describe the role of planning in effective utilization of the decision-making process.*

***3B-** The student is expected to practice problem solving through leadership and teamwork skills.*

***9C-** The student is expected to propose management strategies for effectively managing multiple roles.*

***12C-** The student is expected to demonstrate effective verbal, nonverbal, written, and electronic communication skills.*

In this project, students are to compare and contrast different management styles through the process of interviews and job shadowing. Students may want to focus on individuals who manage people (e.g., principal, human services director, general manager), individuals who manage things (e.g., parts manager, sales manager, bookkeeper), or individuals who manage operations (e.g., office manager, administrator, service manager).

THE STUDENT WILL:

1. Review the different management styles.
2. Select three managers to interview and job shadow. At least two hours should be spent job shadowing each manager interviewed if possible.
3. Compare and contrast the management styles of the three individuals in a written report.
4. Summarize the project in writing. Explain applications of knowledge and skills learned through this experience.

THE STUDENT WILL SUBMIT FOR EVALUATION:

- notes from interviews and job shadowing experiences
- a summary of the project experience, including #4 above
- a written and oral report of the project experience
- parent or guardian evaluation with signature

Note to the Teacher: Job shadowing should be done only with the permission of the person being shadowed and permission of the appropriate management of the business as well as the student's parent or guardian.

BLENDED ACTIVITY

4A- The student is expected to create a daily time and work plan to accomplish goals.

4B- The student is expected to demonstrate strategies for effective time and energy management.

4C- The student is expected to determine the importance of time, energy, and money management.

4D- The student is expected to identify the components of money management.

PORTFOLIO PROJECT

Have the students develop a portfolio of management tools that they can use now and in the future in applying effective practices for managing time, energy, and money. Management tools might include Teaching Aids 24-46 and any additional tools that the student may find beneficial. Students may use textbooks, library resources, the Internet, and additional references to gather information about the effective management of time, energy, and money resources. Students could also visit various businesses that may provide information. Students may also write or E-mail businesses and organizations about management tools that they provide. The students need to compile all of the information and management tools into a portfolio.

1. **Research**
   Use classroom, library, and Internet resources to gather information about the application of effective practices for managing time, energy, and money.

2. **Development of Portfolio**
   Have each student compile the management tools into a portfolio.

3. **Written Summary**
   Write a summary of the portfolio project.

4. **Evaluation**
   Use Teaching Aid 58, ***Activity Assessment***, to evaluate the portfolio project or similar instrument.

BEST COPY AVAILABLE

BLENDED ACTIVITY

1E- The student is expected to utilize the decision-making process in solving problems and managing peer pressure.

4C- The student is expected to determine the importance of time, energy, and money management.

4D- The student is expected to identify the components of money management.

5A- The student is expected to determine strategies for coping with financial emergencies.

PROBLEM SOLVING

Have students assume that they are Stacy, a young adult who recently graduated from high school. Stacy is employed as a teller at a local bank. Stacy lives with Lane, a friend from high school, in a small two-bedroom apartment. Both Stacy and Lane take home about $850.00 each month. They equally share all of the living expenses (rent, telephone, utilities) which total approximately $600. Stacy has about $550 to spend on personal expenses after rent. So far, Stacy has no credit cards or loan expenses. Stacy enjoys going to the movies and bowling. Both Stacy and Lane like to cook and eat at home rather than going out to eat. Stacy also has a health insurance plan at work.

Based on the information that has been provided, have students plan a monthly budget for Stacy. Use Teaching Aid 40, ***Monthly Savings Plan*** and Teaching Aid 43, ***Sample Budgets for Adults or Families***, to assist students in preparing their budgets. Encourage students to use the decision-making and problem-solving processes in planning. Have the students share their monthly budgets with the class.

Key Questions

- What factors had to be considered before planning the budget for Stacy?
- What are some potential financial problems that Stacy may have to face?

1. **Read the scenario**

2. **Utilize decision-making and problem solving skills**
   Use the processes in analyzing the scenario.

3. **Prepare the budget**
   Prepare a budget for Stacy with all of the factors to be considered.

4. **Comparison**
   Have students compare the budgets that they prepared.

BLENDED ACTIVITY

4F- The student is expected to describe the use of technology as a life management resource.

12C- The student is expected to demonstrate effective verbal, nonverbal, written, and electronic communication skills.

12F- The student is expected to appraise the impact of technology on management career opportunities.

GUEST SPEAKER/INDIVIDUAL ACTIVITY

Invite a technology teacher, business education teacher, school district's technology coordinator, or other resource person to speak to the class about the variety of communication devices that have been impacted by technology (e.g., computer, modem, FAX machine, software, telephones). Have the teacher demonstrate the devices as well. If it is convenient, arrange to have the class meet in locations with availability to the various technologies.

If it is convenient, have the students practice using the communication devices. For example, each student could send a FAX, use E-mail, search specific Web sites on the Internet, compose a letter on a computer with word-processing software. Samples of the students' work could be submitted to the teacher for evaluation.

Discuss with the students the importance of technology as a life management resource and the impact that technology has on management career opportunities.

Key Questions

- How has technology impacted families and the workplace?
- Why is technology considered as a life management resource?
- What impact has technology had on management career opportunities?
- How will the use of technology impact life management in the future?

1. **Guest Speaker**

2. **Demonstration of Communication Devices**

3. **Practice Using the Communication Devices**
   Have students practice using the communication devices and submit samples of work for evaluation.

4. **Class Discussion**

BLENDED ACTIVITIES

Integration of FCCLA

CAREER CONNECTION

Have students use the Career Connection workbook to explore careers to learn the career development process, and to understand and prepare for the interaction among careers, families, and community. Members can receive recognition for their accomplishments.

TEKS 12A-B, 12F-G

CHAPTER ACTIVITIES

View the video, *Conflict Resolution*, available from The Curriculum Center for Family and Consumer Sciences. Have students develop a resolution game, then practice techniques. Discuss how these techniques could be shared with other students in the school or other organizations. Give a presentation for other groups, possibly civic organizations, such as the Lions Club and Kiwanas.

TEKS 10C-D

Design a management contest (maze, question-answer) in which members must use resources, decision making, goal setting, financial planning, use of Internet, etc. to compete. Provide a prize (e.g., dinner, tickets to some special event). This activity could be accomplished in teams.

Comprehensive

Have students develop lists of fun, safe, and inexpensive ideas for entertainment. Compile a master list into a flyer or brochure to be distributed in the school as a service project.

TEKS 4C, 4G

Have students select a problem in the high school; delegate jobs using strengths of each student. Discuss how the utilization of human resources could alleviate the problem. Implement the plan and carry it out.

TEKS 7B-C

Determine a problem or service project that needs to be done in the community. For example, have members ask themselves, "How might we, the _______ FCCLA Chapter create a living history of the older adults of our community so that stories and experiences of these citizens might be preserved permanently?" Determine where in the community the information should be preserved (e.g., city/county library, park). Apply sound planning, decision making, problem solving, and resource management strategies to conduct the project.

TEKS 2C-E

FINANCIAL FITNESS

Using the Financial Fitness workbook, have students explore the five units (Banking Basics, Cash Control, Making Money, Consumer Clout, and Financing Your Future). Have students work on projects in each unit. Students may receive recognition for their work.

TEKS 4C-G, 5A-C

BLENDED ACTIVITIES

Integration of FCCLA

STAR EVENTS OR PROJECT EARTH 2000

Have students prepare booklets to distribute, "New Used for Old Throwaways" and "Understanding Environmental Symbols." Students could develop this into an Illustrated Talk. **TEKS 6C**

Plan and carry out a community project finding a need in the community. Organize the chapter, delegate responsibility, and carry out the project. Consider entering the activity as a Chapter Service Project. **TEKS 11C**

Creative Ideas

NOTE TO THE TEACHER

Developers of the series of instructional guides for implementing Texas Essential Knowledge and Skills for Family and Consumer Sciences Education faced a twofold challenge: (1) to write instructional strategies that enable students to acquire the stated essential knowledge and skills and (2) to help teachers deliver the strategies in ways that promote active learning, relevance, and retention in students.

After a great deal of experimenting and discussing, the following system seems best to address the twofold challenge, while providing maximum flexibility for you, the teacher, whom we consider the ultimate instructional expert in your classroom.

- The nature of the content of family and consumer sciences provides wonderful opportunities for hands-on, relevant learning by students, and in many cases the instructional strategies themselves facilitate active learning.
- Teaching and learning activities in the instructional strategies section have been presented as briefly as possible. For instance, the strategy may state "Have students work in groups to ...," but no specific suggestions for grouping students are provided.
- The **Creative Ideas** section has been included to provide you with suggestions and examples of ways to enhance some basic techniques included in the **Instructional Strategies** section. For example, it does provide several specific suggestions for grouping students.
- The **Blended Activities** section promotes student learning of multiple TEKS through hands-on, project-based, and/or problem-solving activities.
- Integration of FCCLA activities as appropriate throughout the instructional strategies and blended TEKS activities promotes student learning through relevance and application.

We strongly encourage you to:

- Read this section! Not only will it provide ideas for promoting active learning, but it will provide additional suggestions for saving teacher time and enhancing student learning and skills development.
- Link appropriate creative teaching techniques to specific instructional strategies in your Teacher's Instructional Guide.
- Adapt the instructional strategies and creative teaching techniques to fit your district needs, the needs and learning styles of your students, and your own teaching style.
- Add to this section! Resources that offer creative teaching ideas are readily available. Professional development conferences continually offer sessions that promote active learning, authentic assessment, varied learning styles, etc.

This section provides only a small sampling of creative ideas for teaching techniques!

Creative Ideas

GROUP ACTIVITY/TEAMWORK

When to use: In activities where teamwork facilitates generation of ideas and higher-order learning. Working in groups also meets needs of students with global learning styles.

Skills reinforcement: Teamwork and leadership skills, communication skills, interpersonal skills

Methods of grouping students:
There are many methods of randomly assigning students to groups. Several examples are provided below. You can pick up other ideas through brainstorming, networking, and personal participation in group activities. (Note that methods will vary depending on the number you want in each group.) Dividing students into groups can be a quick way to inject some fun into an activity.

- Count Off. Have students count off 1 through however many groups are needed, repeating until all students have a number. Select a location for all "1s" to work, all "2s", etc.
  Variation – write the numbers on cards, and have students draw.
- Geography.
  - For pairing students, have them draw cards with names of states and capitals. Students find the classmate with the matching state or capital.
  - Have students draw from cards with names representing geography sets, such as names of continents, oceans, countries, rivers, etc. Students will need to figure out what their name represents and find the others with cards in the same set.
- Course content. (Similar to the above activity, except using concepts from the course.)
  - For pairing students, have them draw cards listing either elements and principles of design or corresponding definitions. Students find the classmate to match the term and definition.
  - Have students draw from cards representing nutrition sets, such as foods from different food groups. Students find others with cards in the same set.
- Famous Fictional Characters. Have students draw cards with names of characters from literature they have recently studied in Language Arts, famous fictional characters (such as characters from Peter Pan or The Wizard of Oz), well-known television shows, etc.
- Puzzles. Purchase or create puzzles, mix up the pieces, and have students find group members with matching puzzle pieces. Hint – if you have puzzles with more pieces than needed for group members, pull out the number of pieces needed for students to draw, leave the remaining pieces on the table where the group will meet, and have students circulate among tables until they find their correct puzzle and meet up with other group members.
- Deck of Cards. A deck of cards (or multiple decks) can be used in many ways to form various sizes of groups. Students can form groups based on suits, colors, face cards, or combinations (such as a full house or four-of-a-kind).
- Candy Flavors. Have students group according to flavors of candy or colors, for example, M&Ms. This provides students with a nice treat also!
- Self-selection. Allow students to select their own group members. Have students group with students nearby or find students with whom they have not recently worked.

GROUP ACTIVITY/TEAMWORK (Continued)

Suggestions for Effective Group Activities:
The size, structure, and function of a group will differ depending on specific objectives of the activity. Following are a few suggestions for helping students work most effectively in groups.

- Clarify expectations. Make sure all group members know what is expected of each person individually and what the group is expected to accomplish as a whole.
- Set time limits. Let groups know up-front how long they will have to work. If it is a lengthy activity, provide time checks periodically. Let groups know when they have one to two minutes remaining, and signal when time is up. Examples of signals include flipping a light switch, clapping, using a sound signal (bell, kazoo, train whistle, etc.), or playing music.
- Make individual assignments where appropriate to the activity. Possibilities include leader or facilitator, recorder, timekeeper, or runner.
- Emphasize the importance of each member's contributions, through participation, encouragement, focus on the task, and contribution to the final product. Build in individual accountability.

Build in individual accountability!
When participating in engaging, active learning experiences, it is important that students understand that they are accountable for learning. It may be tempting for students, when working in groups, watching a video, or listening to a guest speaker, to view the experience more as a "fun activity" than as a learning experience. While the experiences are intended to be enjoyable, students need to understand that the underlying purpose is to enable them to acquire essential knowledge and skills.

Following are suggestions for building individual student accountability into group and teamwork activities, as well as classroom discussions, videotape viewing, guest speakers, educational tours, etc.

- Set the stage for learning. Frame each activity within the context of essential knowledge and skills students are expected to acquire. In other words, help them up front to see the relevance of learning activities.
- Structure the group to promote accountability. For example, each student within the group could be assigned a specific role. Or each member might be responsible for a specific part of the product. Provide a means of assessing each student's effectiveness.
- Vary the methods through which students report group findings and results. For example, if there is one "reporter," other group members may not feel as accountable as that designee. If, however, the teacher randomly calls on group members for reports, all members will need to be prepared. Provide an occasional variance by having group members return to their desks and write individual accounts of group results.

It should not be necessary to implement such suggestions for every activity. By varying the process, randomly calling on groups or individuals, occasionally requiring written accounts, etc., the teacher sends the message that students are individually accountable and need to be involved and attentive.

Creative Ideas

RESOURCE PERSONS (GUEST SPEAKER/PANEL DISCUSSION)

When to use: Good for providing information not readily available in textbooks, information that is new, or that which is best presented in a "real-world" perspective. With new information becoming available so rapidly, this method offers unique opportunities to provide students with the latest perspectives. It also provides students with opportunities to hear information straight from "experts," promoting credibility and relevance to students.

Skills reinforcement: This method provides rich opportunities for promoting a variety of skills. The following suggestions provide students excellent practice for improving and applying verbal, nonverbal, written, and electronic communication skills. Rotate these responsibilities throughout the semester so various students have an opportunity to perform different tasks. (The following suggestions can also save the teacher much time!)

- Have students help make initial contacts with the guest speaker or panel participants. Let students practice or role play making contacts via telephone or in person. Work with them to initiate and follow through on actual contacts.
- Have students introduce the topic and guests. Guide students in writing appropriate introductions for speakers or panel members. Make sure students are prepared to make the actual introduction before the presentation.
- Have one or more students write each participant a thank-you note expressing appreciation from the class. You may suggest that the note be handwritten, and point out the appropriateness of personalized, handwritten thank-you notes. Or students may utilize computer applications to compose the note. Have students create a class letterhead for correspondence.

Suggestions for maximizing guest resources: Teachers have expressed that it is time-consuming to arrange for several guest speakers or panels each semester and that they do not want to call upon the same persons frequently. Use student participation as suggested above to save teacher time. Use technology to expand access to resource persons and to build a resource file for future reuse.

- Videotape the classroom presentation by the speaker/panelists. The videotape can be viewed by students who may have been absent and can be added to a resource file for use with later classes. This eliminates the need to arrange for several "live" presentations each semester. This is especially critical in small communities where the same "experts" would likely be called upon time after time.
- Utilize videoconferencing facilities to connect students in the classroom with the speaker/panelists in another location. Record the videoconference for review and reuse. This can be especially helpful in small communities where resource persons for various topics may not be available.
- Videotape or audiotape the resource persons at their locations, or audiotape (with permission) responses to information inquiries over the telephone.

  Alternative: Have students conduct audiotaped interviews to solicit information and present the information in the format of a television newscast or documentary.

Creative Ideas

ORGANIZING AND PRESENTING INFORMATION: VISUAL DISPLAYS, BROCHURES/FLYERS, PRESENTATIONS

When to use: As students research and collect varied information, these techniques enable them creatively to compile and organize; to share information with classmates and potentially other audiences.

Skills reinforcement: Depending on how the activity is structured – communication skills (verbal, nonverbal, written, electronic); teamwork and leadership skills; interpersonal skills; management and problem-solving skills; organizational skills

Suggestions for effective visual displays and presentations:

- Incorporate the use of computers and technology applications where appropriate.
- Choose techniques that fit learning objectives; in some cases, that might best be students in groups writing ideas on large sheets of paper to be posted around the room. Or it may be a multimedia presentation to be presented at an all-school assembly.
- Some activities may best be done individually; some by groups. Consider learning objectives, as well as learning styles of students.
- Visual displays and presentations provide an opportunity for authentic assessment of student learning on a topic.
- Allow students to generate ideas for organizing and presenting information.
- Where feasible and appropriate, keep outstanding student products for future use.

Miscellaneous ideas for organizing and presenting information:

- listing of ideas on large sheets of paper
- display of items (i.e., sewing notions for clothing repair)
- graffiti mural where students take markers and share key points learned
- bulletin board
- overhead transparency
- *large index cards for recording information from research, interviews, observations, and bibliographic information from printed references
- *graphic organizers for effectively organizing ideas and research findings
- brochure/booklet describing information about a topic; Teaching Aids 59a-b, ***Brochure Assessment***, provides a tool for evaluating the effectiveness of a brochure
- flyer/circular promoting key points related to a topic
- bookmark citing useful information about a topic
- newsletter
- oral presentation (vary through skit, monologue, or puppet presentation)
- written presentation
- poster presentation (sharing research findings)
- videotape presentation
- photo album or display
- multimedia presentation utilizing a combination of print and electronic media

* Detailed suggestions for compiling and organizing information are included in Appendices G and H of *Independent Study in Home Economics Education*, available from The Curriculum Center for Family and Consumer Sciences. An example of a web diagram is shown in Teaching Aid 105, ***Web Diagram***.

Creative Ideas

CASE STUDIES AND SCENARIOS

When to use: As a tactful way to address sensitive issues. Allows students to express their views and examine the views of others in a non-judgmental manner around hypothetical, fictional situations.

Skills reinforcement: Problem-solving; creative and critical thinking; verbal, nonverbal, and written communication skills; leadership and teamwork skills

Case studies and scenarios are very similar in nature, and the terms are often used interchangeably. Both describe hypothetical circumstances and characters, and both set up a situation for analysis and application of problem-solving skills. As presented in this instructional guide, a case study provides more details about a specific situation and each character involved. A scenario is a brief synopsis of a set of circumstances or sequence of events.

Suggestions regarding case studies and scenarios:

- Where case studies or scenarios have been provided with the instructional strategy, read them to be sure they are appropriate for your instructional environment and local district policies. You may choose to adapt them or have students write new ones.
- Writing original case studies or scenarios is a good opportunity for students to create situations related to the topic that are most relevant to them. The writing experience also develops communication skills and provides TAAS reinforcement.
- Remind students that case studies and scenarios should be written as fictional.
- Newspaper articles and periodicals, such as parenting and family magazines, can provide stimulating ideas for case studies and scenarios.
- Case studies and scenarios can be presented in creative formats, such as that of an advice column or an "Ask an Expert" column.
- Use case studies and scenarios written by students to build a resource file for future use.

Creative Ideas

LISTENING TEAMS

When to use: To promote attentiveness during presentations by guest speakers or panels, videotapes, observation assignments, or other viewing/listening activities. Requires students to listen specifically for certain points or ideas.

Skills reinforcement: Communication skills, especially listening; leadership and teamwork

Suggestions for effective use of listening teams:
Prior to a presentation, lecture, or videotape, divide students into listening teams. Give each team a specific assignment or role, so they will know up-front what they need to listen for. Let students know they will be responsible afterwards for reporting to the class, in writing or orally, the results of their assignment. Examples of listening team assignments or roles include the following:

- Provide students with a list of topics to be covered. Assign each team one or more specific topic(s) for which to listen during the presentation. Have them summarize key points related to their assigned topic following the presentation.
- Have each listening team write questions related to an assigned topic prior to the presentation. Students must listen during the presentation for answers to questions they wrote.
- Assign each team a specific role during the presentation. For example, one team might prepare questions based on information presented, another might summarize the five most important points, another might identify issues for further discussion or clarification, etc.

DEBATE

When to use: When there are two sides to an issue – pros and cons, advantages and disadvantages, etc. Debate promotes critical thinking and requires students to research, look at all sides of an issue, and draw conclusions.

Skills reinforcement: Communication skills; critical thinking skills; research skills

Clarification and suggestions related to classroom debates are provided in Teaching Aid 106, ***Guidelines for a Classroom Debate***.

Creative Ideas

BRAINSTORMING

When to use: When you want students quickly to generate as many ideas as possible about a topic; to get ideas "on the table" before discussing or analyzing them. Useful when you want to begin with students' ideas or understanding about a topic.

Skills reinforcement: Communication skills

Suggestions for effective brainstorming:
Create an environment where students feel free to let ideas flow freely. The brainstorming process is not the time for discussing or critiquing input.

Brainstorming variations:

- Have a student volunteer record ideas as they are generated by members of the class.
- Have students work in small groups to brainstorm ideas on a topic. Lead groups to take turns sharing ideas.
- Have individuals brainstorm ideas by writing them on small post-it notes. Then have students post the notes around the room. This works well when ideas later need to be categorized.
- Popcorn Planning: Have students think of themselves as part of a giant popcorn popper; have them jump up and share ideas as they come. Serve popcorn at the close of the lesson. (Idea from Janis P. Meeks, *Time to Teach* series.)

GAMES

When to use: Good when students need to learn or review facts and details. Provides a fun way to commit details to memory and practice recalling.

Skills reinforcement: Communication skills; interpersonal skills; games involving team competition promote leadership and teamwork skills

Suggestions for games:
Instructions for a Jeopardy game are provided in Teaching Aid 107, ***"Jeopardy" Game Instructions***. Ask students to suggest other game formats they would enjoy using, and let them develop the games and make up a clever title for each game. Writing clear instructions and verbally explaining them will be excellent practice of communications skills. The process of preparing questions or facts to be used in the game will require researching and reviewing content information, thus promoting learning.

Creative Ideas

INTERNET ACTIVITIES

When to use: In locating new, updated information; to enhance or replace information provided by references and textbooks, which may be outdated.

Skills reinforcement: Communication skills (written and electronic); research skills

The Internet provides hands-on opportunities for students to research information through a medium with which most of them are familiar. Following are miscellaneous suggestions related to creative use of the Internet in instruction:

- The convenience of Internet access will vary among school districts. Your students may have access to the Internet in various classrooms, in a computer lab or library, or in many of their homes. Assignments related to Internet research should be structured accordingly.
- Student skills in exploring the Internet will also vary (as will skills of teachers). You may want to invite a resource person to assist students with the first assignment involving Internet search, or plan an educational tour to a computer lab where students can conduct the assignment under supervision of someone with Internet expertise.
- Review common Internet terminology, such as terms defined on Teaching Aid 108, ***Internet Terminology***.
- Provide students with guidelines regarding Internet use and safety. Some accepted rules of conduct for Internet users are provided in Teaching Aid 109, ***Netiquette***.
- If the majority of students are not experienced in using the Internet, begin by assigning a specific Web site for them to visit for information related to a specific topic. Have students summarize key information learned from the Web site. If the site has hyperlinks, ask students to check them out to see what additional information the sites lead to.
- As students become more experienced, have them conduct Web searches, using available Web browsers or search engines. When students conduct Web searches, remind them to:
  – note what key words were used, most especially those that worked to locate information
  – take notes about the topic they are researching, and print out information as appropriate. (Have students be sure to note on any printouts the Web address of the source. This is important for bibliographic reference and to be able to return to the site later for clarification or further information.)
- It is also helpful to diagram the path of a Web search. Begin the diagram with the name and Web address of the browser used to search. Plot the name and Web address of each location along the path of the search. This will facilitate relocation of informative sites in the future.
- Use the expertise of students to teach other students, and even the teacher, Internet skills!

Creative Ideas

LET STUDENTS HELP!

When to use: To promote student involvement, provide an opportunity for skills development, capitalize on student skills and creativity, and save the teacher time! Also, since each teacher has a preferred learning style, involving students broadens the types of learning experiences to meet the needs of students with learning styles that differ from those of the teacher.

Skills development: Provides a multitude of opportunities for promoting various skills, including communication (verbal, nonverbal, written, and electronic); teamwork and leadership; interpersonal; management and problem-solving; organizational

The following are just a sampling of ideas for student involvement in planning and implementing instructional experiences. Be sure to work with students to prepare them to perform each task successfully. This may entail practicing or role playing situations in advance. And, of course, supervise students to ensure appropriateness and accuracy of information gathered.
Examples of tasks students can perform include the following:

- Make contacts to arrange for guest speakers or panelists.
- Help with classroom correspondence; for example, write thank-you notes to guest speakers, persons who helped with learning tours, and other supporters of class projects and activities.
- Write for information on topics or products. (Provide students with resource lists, or have them help conduct Web searches to locate sources of information on topics.)
- Audiotape or videotape interviews on location with resource persons.
- Videotape segments of movies or television shows illustrating relevant concepts.
- Provide CDs/songs that relate to the lesson (to be played in opening or closing a lesson, or to emphasize a specific point – good for global learners!).
- Perform Web searches.
- Clip newspaper articles relevant to lessons. (Create an "In the News" resource file for ongoing use.)
- Collect examples of items to reinforce classroom learning, such as food labels, appliance use and care manuals, clothing labels, credit card terms and solicitation letters, etc.
- Design bulletin boards.
- Help find cartoons, relevant or humorous quotes, anecdotes, and jokes relevant to topics.
- Develop games for use in learning or reviewing factual material.
- Write test or review questions on material covered.
- Develop project criteria and rubrics.

Resources

American Association of Family and Consumer Sciences (AAFCS)
1555 King Street
Alexandria, VA 22314-2738
(800) 424-8080
www.aafcs.org

Care2
www.care2.com

Children, Youth, and Families Education and Research Network (CYFERNET), Service of Cooperative Extension Service
www.cyfernet.org

Conrad, Pamela J. (1995). *Balancing Home and Career; Skills for Successful Life Management,* 3rd ed. Menlo Park, CA: Crisp Publications.

Consumer Credit Counseling Services
www.credit.org/

Consumer Education for Teens
www.wa.gov/ago/youth

Consumers Union
www.consumersunion.org

Culturgrams
Kennedy Center Publications
Brigham Young University
P.O. Box 24538
Provo, UT 84602-4538
(801) 378-6528
www.byu.ed/culturgrams

The Curriculum Center for Family and Consumer Sciences (formerly Home Economics Curriculum Center)
Texas Tech University
Box 41161
Lubbock, TX 79409-1161
(806) 742-3029
www.ccfcs.hs.ttu.edu

Videotapes available include:

- *The Baby Care Home Video*
- *Goal Setting: Planning for Your Future*
- *Managing Multiples Roles*
- *Selecting Child Care: The Right Choice*
- *Working with Families and Children: Career Opportunities*

Environmental Defense Fund
www.edf.org

Resources - Continued

Environmental Protection Agency
www.epa.gov/

E-SPAN
www.espan.com

Families and Consumer Sciences Education Association, 1992. *Balancing Work and Family.*

Families and Work Institute
330 Seventh Avenue, 14th Floor
New York, NY 10001
(212) 465-2044
www.familiesandwork.org

Family, Career, and Community Leaders of America, Inc. (formerly Future Homemakers of America, Inc.)
1910 Association Drive
Reston, VA 22091-1584
(800) 234-4425
www.fcclainc.org

4Safety.com
www.4safety.com

Future Homemakers of America, Inc. (changed to Family, Career, and Community Leaders of America, Inc.)
1910 Association Drive
Reston, VA 22091-1584
(800) 234-4425
www.fhahero.org

Future Homemakers of America, Inc. (changed to Family, Career, and Community Leaders of America, Inc.)
Texas State Association
8140 Burnet Road
Austin, TX 78766
(512) 459-3269

Future Homemakers of America, Inc., 1990. *Student Body.*

Future Homemakers of America, Inc., 1996. *Families First.*

Future Homemakers of America, Inc., 1997. *FHA/HERO Chapter Handbook.*

Future Homemakers of America, Inc., 1997. *Power of One.*

Future Homemakers of America, Inc., 1998. *Career Connection.*

Future Homemakers of America, Inc., 1999. *Leaders at Work.*

Resources - Continued

Gilbreth, Frank B., & Carey, Ernestine Gilbreth. (1984) *Cheaper By the Dozen*. New York: Bantam Books.

Home Economics Curriculum Center (changed to The Curriculum Center for Family and Consumer Sciences)
Texas Tech University
Box 41161
Lubbock, TX 79409-1161
(806) 742-3029
www.hs.ttu.edu/ccfcs

Videotapes available include:

- *Advanced Parliamentary Procedure*
- *Checking Accounts: Guide to Selection and Use*
- *Conflict Resolution*
- *Goal Setting: Planning for Your Future*
- *Having the Time of Your Life: Time Management*
- *Money Management*
- *Parliamentary Procedure Made Easy*
- *User Friendly Budgeting*

Publications available include:

- *Parliamentary Procedure Made Easy*

Home Economics Curriculum Center, 1992. *Effective Management of Multiple Roles: Family and Work.*

Home Economics Curriculum Center, 1995. *Youth Exchanging with Seniors.*

Home Economics Curriculum Center, 1997. *Skills for Life.*

Home Economics Curriculum Center, 1999. *Essentials for Home Economics Education: The Cornerstone.*

- *Multiculturalism*
- *Managing Multiple Roles*

Home Economics Curriculum Center, 1999. *Ready, Set, Read!*

Insurance Education Foundation
P.O. Box 68700
Indianapolis, IN 46268
www.ins-ed-fdn.org

Jackson, Tom. (1993). *Activities That Teach.* Cedar City, UT: Red Rock Publishing.

Jackson, Tom. (1995). *More Activities That Teach.* Cedar City, UT: Red Rock Publishing.

Jackson, Tom. (1998). *Activities That Teach Values.* Cedar City, UT: Red Rock Publishing.

Resources - Continued

Kansas State Board of Education
Family and Consumer Sciences
120 S.E. 10th Avenue
Topeka, KS 66612-1182
(785) 296-4912

Publication available includes:
- *Balancing Work and Family*

Keep American Beautiful
www.kab.org/

Lawrence, J. (1997). *The Budget Kit.* Chicago, IL: Dearborn Financial Publishing.

Life and Health Insurance Foundation for Education

Mayer, Jeffrey. (1995). *Time Management for Dummies.* Chicago, IL: Dummies Press.

National Association of Colleges and Employers
www.jobweb.org

National Council on the Aging
www.ncoa.org

National Council on Family Relations
3989 Central Avenue NE, Suite 550
Minneapolis, MN 55421
(888) 781-9331
www.ncfr.org

National Institute for Consumer Education
www.emich.edu/public/coe/nice/mission.html

National Highway Traffic Safety Administration
www.nhsta.dol.gov

National Network for Family Resiliency
www.nnfr.org

Ohio State University Extension (Ohioline)
www.ag.ohio-state.edu *or* *ohioline.ag-ohio-state.edu/lines*

Plays for Living, FSA
505 Eighth Avenue, Suite 2200
New York, NY 10018

Robert's Rules of Order, Newly Revised, 9th Ed., 1990. New York: Harper.

Resources - Continued

Solstice
www.crest.org

Stevens, Janet. (1995). *Tops and Bottoms.* New York: Harcourt and Brace.

Texas Agricultural Extension Service (Contact the Family and Consumer Sciences Agent in each county)
fcs.tamu.edu

Texas Department of Health
1100 West 49th Street
Austin, TX 78756
(512) 458-7111
www.tdh.texas.gov

Texas Department of Human Services
701 W. 51st Street
Austin, TX 78751
(512) 438-3011
www.dhs.state.tx.us

Texas Department of Protective and Regulatory Services
P.O. Box 149030
Austin, TX 78714-9030
(512) 438-3011
www.tdprs.state.tx.us

Texas Department of Public Safety
P.O. Box 4087
Austin, TX 78773-0001
www.txdps.state.tx.us/

Texas Information and Referral Network
P.O. Box 13247
Austin, TX 78711
(512) 424-6520

Texas Work and Family Clearinghouse
101 E. 15th Street, Room 416T
Austin, TX 78778-0001
(512) 936-3228

Texas Workforce Commission
www.twc.state.tx.us/

Texas Young Lawyers Association
1414 Colorado Street, Suite 501
Austin, TX 78701-1627
(800) 204-2222
www.tyla.org

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Resources - Continued

USAA Educational Foundation
(800) 531-8159
www.usaaedfoundation.org

U.S. Census Bureau
www.census.gov/

U.S. Consumer Products Safety Commission
www.cpsc.gov

U.S. Department of Agriculture
www.nal.usda.gov

U.S. Department of Health and Human Services
200 Independence Avenue, SW
Washington, DC 20201
(877) 696-6775
www.os.dhhs.gov/

U.S. Department of Labor
www.dol.gov

Video Placement Worldwide
25 2nd Street, N., Suite 180
St. Petersburg, FL 33702
(800) 358-5218
www.vpw.com

Visions Technology in Education
P.O. Box 70479
Eugene, OR 97401
(800) 877-0858
www.toolsforteachers.com

Vocational Instructional Materials Laboratory
The Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4277

Information on Decision Making

◆ Decisions are made daily by people in all walks of life. A ***decision*** is a choice a person makes. The person chooses from various possibilities. Decision-making patterns are developed early in life and may prove to be a successful pattern or unsuccessful pattern. Poor decision makers may question what they are doing, but be unable to change the pattern of their decision making because they do not know a successful process to follow.

Making a decision is sometimes difficult because saying "yes" to one thing often involves saying "no" to something else. Anne Morrow Lingbergh once said, "One cannot collect all the beautiful shells on the beach."

Types of Decisions

Some decisions made daily may not require much thought or planning. These are called ***minor decisions***. Minor decisions do not have much impact on the course of direction on one's life. Sometimes minor decisions become so routine that they are made without much thought and become a habit. A habit is a choice one makes frequently and that does not require much thought because it has been repeated so frequently. Minor decisions may be such events as food choices or daily routines.

Major decisions require more thought and time. They may be harder to make because they are often choices which will have long-term effects on one's life. A major decision might be such things as what college to attend, what type of part-time jobs to apply for, who to marry, where to live.

Sometimes individuals fail to make decisions and leave the choice of options to chance. This is called a ***decision by default***. These types of decisions leave an individual's choices and options in the hands of someone else or let the decision happen by change or force of habit.

Making decisions, even minor ones, can be very difficult for some. Minor decisions do not require much thought and planning, but major decisions can have a powerful impact on friends, family members, and the community.

By looking at the steps in decision making and handling things in a certain order, an individual may be more successful in decision making.

STEPS IN DECISION MAKING

5. *Evaluate* the decision.

4. *Act* on the decision.

3. *Choose* the best alternative.

2. *List* all possible alternatives.

1. *Identify* the decision to be made or the problem to be solved.

Teens in Chaos

Joan leads a busy life. Her daily schedule includes helping get her siblings off to school, getting to school herself, afternoon basketball team practices, and a part-time job. In the evenings, she works on homework and helps her siblings with their schoolwork. Joan is constantly faced with decisions she has to make about her daily life. Sometimes she just decides on the first thing that comes to mind or becomes available. Sometimes she puts all the choices in a hat and draws one. Most of the time, Joan's life is chaotic and she feels frustrated because she does not like the outcome of her decisions. Joan needs help, she needs some steps to follow when making decisions.

Michael rolls out of bed in the morning with barely enough time before school to brush his teeth, get dressed, and make it to school on time. His choice about what to wear to school is usually dependent on what is clean. Once at school, he often has to decide which homework to finish first, since he decided to go out with friends the night before instead of doing his homework. Time for basketball tryouts is nearing, and Michael has to decide if he wants to keep playing tennis or try to make the basketball team. Michael never decides what he wants to do on the weekends until it is too late and all his friends have plans. Michael needs help knowing the steps in the decision-making process and how to use them.

Decision Making in Daily Life

1. What is the decision to be made or problem to be solved?

2. What are all the possible alternatives? List below all the things that could be done to solve this problem or actions that could be taken:

   Possible Solutions:

Advantages	Disadvantages	Probable Outcomes

   Possible Actions that Could be Taken:

Advantages	Disadvantages	Probable Outcomes

3. Which is the best alternative from above? Write it below.

4. What can be done to act on this decision?

5. What are some possible results of this decision? Try to think ahead and evaluate the outcome of this decision.

6. Where could one keep a record of decisions made?

Decision Making in Daily Life, Cont'd.

Questions:

1. How does following the steps in the decision-making process help one make a better decision?

2. Is one step in the process more important than another? Which step? Why?

3. Where can one get help in choosing the best alternative?

4. How will one's life be less of a case study in chaos if the steps in the decision-making process are followed?

5. How could one help himself or herself do a better job of following these steps?

6. Would it be helpful to post the steps in a room, on a notebook, etc. until they become a habit?

7. Think of examples of some people you know who seem to follow the decision-making process as well as some who do not seem to follow the process. List two examples of chaos and two examples of success.

TA 5a
TEKS 1B

Management

On the Trail of a Teen

▲ Your mission, should you accept it, is to follow a teenager around for half a day and record the decision he/she makes. After obtaining the teen's permission, use the form below to record the decisions, such as what to eat, what to wear, what homework to complete, what social activities to participate in, consumer choices, and any other decision you see them making. After each decision, try to determine if the decision was made due to sociological, emotional, cultural, socioeconomic, or family influences. You may ask the teen why they made the decision, or use your own conclusions. Circle the reason they made each decision.

After the day's adventure, tabulate the number of times each factor influenced the teen's decision. Some decisions may have been made on more than one influence.

Decision #1 ______________________________
This decision was influenced by (circle all that apply):

Sociological Emotional Cultural Socioeconomic Family

Decision #2 ______________________________
This decision was influenced by (circle all that apply):

Sociological Emotional Cultural Socioeconomic Family

Decision #3 ______________________________
This decision was influenced by (circle all that apply):

Sociological Emotional Cultural Socioeconomic Family

Decision #4 ______________________________
This decision was influenced by (circle all that apply):

Sociological Emotional Cultural Socioeconomic Family

Decision #5 ______________________________
This decision was influenced by (circle all that apply):

Sociological Emotional Cultural Socioeconomic Family

Tabulation: Beside each influence, tell how many decisions were influenced by each factor:
Sociological Emotional Cultural Socioeconomic Family

On the Trail of a Teen, Cont'd.

Questions:

1. Was one influence more powerful in the decision made than another?

2. Will the same factors that influenced the teen to make decisions today influence them ten years from now?

3. Would it be important to try to control some influences on decisions? If so, which ones?

4. Use the space below to explain how personal decision making is influenced by sociological, emotional, cultural, socioeconomic, and family factors. Comment on the impact of each factor below:
    - Sociological
    - Emotional
    - Cultural
    - Socioeconomic
    - Family

Responsible Decision Making

◆ Making responsible decisions involves not only following the decision-making process, but also giving attention to other detail such as those that follow:

Avoid impulse decisions
Making decisions too quickly or without much thought may lead to unsatisfactory results. Some decisions need more thought and planning than others. Take time to follow the decision-making process for important decisions.

Do not procrastinate
Do not put off making decisions until the last minute. Procrastination could result in some of the alternatives no longer being available. Procrastination occurs for several reasons. An individual may feel overwhelmed in making a decision, not knowing where to begin. Just following the step by step procession in the decision-making process can help individuals get started. For some, procrastination is a habit that takes a conscious effort to change.

Seek help when needed
It often helps to seek advice from others when making decisions. When identifying and considering alternatives, others with experience and expertise can give valuable feedback on the consequences of various alternatives. Asking the advice of parents, friends, teachers or other experts can greatly benefit the decision maker. Older people can offer perspectives gained through experience. Friends may be good sources of advice, but do not make a decision just because a friend wants you to. Evaluate the decision to make sure it is the best for you. Remembering one's personal priorities, wants, needs, goals, and resources will help one make the best decision for their circumstances in life. The long-term consequences of many decisions may far outweigh the short-term consequences of not following peer pressure.

Consider potential results of decision
Each decision carries risks and results. Consider these when making decisions, results may have a long-term effect on a person's life. Decisions may also affect the lives of others, the environment and society. One decision can have a domino effect and can impact multiple factors like a row of dominoes falling when the first one is pushed. It is important to try to think through the potential effects of each decision.

Accept responsibility for decisions
When the outcome of a decision is positive, one should accept the credit for making a good decision. Sometimes, the results of a decision do not have such favorable results. A sign of maturity is to be able to admit mistakes when the outcome of a decision is not so favorable. Poor decisions are sometimes made and undesirable consequences may result. The important thing is to learn from mistakes and try to make better decisions the next time.

Decision making is a skill which can be improved through practice and careful thought. When a decision does not turn out the best way, evaluate it, put feelings of blame and regret aside, and try to work toward a better decision in the future.

Survey on Decision Making

Person #1

1. What is a decision you must make today?

2. What priorities will influence you as you make this decision?

3. Are there some responsibilities you have to other people or to the environment that will influence you as you make this decision?

Person #2

1. What is a decision you must make today?

2. What priorities will influence you as you make this decision?

3. Are there some responsibilities you have to other people or to the environment that will influence you as you make this decision?

Planning Process Information Sheet

◆ Successful decision making requires an individual to list their alternatives before making a decision. After carefully choosing an alternative, one must act on the decision. Planning often provides the guidance needed to make sure that a decision satisfies all involved. The planning process involves the following:

- identifying the activities necessary to carry out the decision
- arranging the activities necessary to carry out the plan in a logical sequence
- identifying resources that can be used to carry out the plan
- grouping activities that can be done together
- coordinating different parts of the plan

Some decisions require very little planning. Other decisions require more planning. If you decide to have a large party for a friend that is moving away, you will need to have a list of all that must be done for the party to be a success. Resources to be used, such as time, money, supplies, and people, should be identified. The next step is to group tasks into categories, such as budget, guest list, invitations, location, decorations, entertainment, food, supervision, and cleanup. The next step would be to determine who could help you with the party and delegate some of the activities to others to carry out.

The Types of Plans

Some decisions require simple plans. Other decisions may require more elaborate plans. There are also different types of plans that can be used for one time decisions or decisions requiring a great deal of time to complete. The types of plans are as follows:

- Single-use Plan — used once; involves many details

Example: If a decision is made to host a party or get married, single use plans would be required.

- Repeat-use Plan — developed in anticipation of situations that are similar; may be revised, modified, or adjusted as the decision warrants

Example: If a decision is made to make better grades, one of the alternatives chosen might be to study for tests. In order to act on the decision, a plan for studying for tests could be devised and this plan could be used in the future when studying for other tests.

Planning Process Information Sheet, Cont'd.

- General-use Plan — not specifically defined; usually involves decisions that have far reaching consequences

Example: A decision might be made to finish college in four years. In order to act on this decision, it is necessary to determine classes to be taken, decide the order in which to take the classes, obtain financial support necessary to carry out this plan, group classes into semesters and coordinate time to attend class, and study and participate in recreation activities. Once college is successfully completed, this plan may not be used again.

- Specific Plan — considered carefully with a clearly defined outcome; usually involves decisions to be carried out in a short period of time

Example: If the decision is made to purchase a new wardrobe, in order to act on the decision, the places to shop for clothes should be identified, resources for obtaining the clothes should be identified, and the clothes should be purchased.

Source: Skills for Life Module 8A

TA 9a
TEKS 1E

Management

Problem Solving Information Sheet

▲ Decisions are made for many reasons. Sometimes decisions are made to reach a goal and sometimes decisions are made to solve a problem. When decisions are made to solve a problem, it is helpful to realize that just as successful decision making involves following certain steps, problem solving also involves certain steps.

In order to solve problems and find the solution that will help one make successful decisions, it is helpful to be aware of the REASON model. The components can be applied in any order. Each component will help in the problem solving process. Just as decisions involve considering various alternatives, the REASON model also involves listing alternatives and choosing the best option.

Recognize the Problem: Recognizing the problem is often the first step in the solution. Each problem has a unique set of circumstances surrounding it and these circumstances can influence the solution. In this step, you need to decide what you really want to happen. In other words, determine your "desired ends." These questions may help you clarify the problem:

- What is the problem?
- Why is it important for me to address this problem?
- What are the circumstances surrounding the problem?
- What caused the problem?
- Who is involved?
- What factors about this problem will affect my decision about what to do?

Evaluate Information Needed to Solve the Problem: Just as decision making involves gathering information to help one choose the best alternative, problem solving also involves gathering information. To solve problems, one must know their priorities and the priorities of others involved. The following questions may be helpful in evaluating information:

- What factual information is needed?
- Where can I obtain this information?
- What are my personal priorities regarding this problem situation? Which of these priorities are most important?
- What are the priorities of others involved in this situation? How will those priorities influence my decision about what to do?

Analyze Choices and Consequences: Just as in decision making, deciding not to solve the problem is a choice. Just as each decision carries with it possible consequences, so does each solution to a problem carry consequences. Ask:

- What choices are possible?
- What are the short-term and long-term consequences of each choice for myself and others?

Select the Best Choice: When making decisions or solving problems, eventually a choice must be made of the best alternative or solution. These questions may help:

- Which choice best reflects my priorities and the ends I desire regarding this problem?
- Which choice would result in the most positive consequences for myself and others?
- Which choice works best for this particular situation?

Problem Solving Information Sheet, Cont'd.

Outline and Implement a Plan of Action: Just as decision making involves acting on the decision made, problem solving involves careful planning and implementation of a solution.

- What do I need to do to carry out this decision?
- Which choice would result in the most positive consequences for myself and others?
- Which choice works best for this particular situation?

Note the Results of Your Action(s): Evaluation is the last step in making a decision or solving a problem. Ask yourself:

- Would I make the same choice again? Why or why not?
- What have I learned?
- How will this problem-solving experience affect my problem solving in the future?

Source: Kansas State Department of Education, 1994. *Balancing Work and Family*. Used with permission.

Nic at Roger's

No, it's not the title of a new TV show, but a real dilemma in the life of a real life teen. Watch the decision Nic makes and see how he uses the steps in the problem-solving process.

Nic was growing up. He was getting closer to getting his first job. For the past seven years, he had accompanied his mom to a children's summer camp. During the past seven summers, he had joined in children's games, played with the children, and watched how the counselors handled the children. He was ready for a summer job at Roger's Gym. But when the time came to hire summer counselors, Nic was passed over, he wasn't hired. True, he was only fifteen, but his experiences made him a well qualified applicant.

Nic made a decision that he really wanted to work at Roger's Gym. When he was using the decision-making process, he listed the alternatives of other places he could work and Roger's Gym was at the top of the list. He felt that working at Roger's Gym was the best alternative. In order to act on the decision to work there, he had to solve the problem of why he was passed over for hiring. So, he put the problem-solving process into action.

He **recognized** that the problem was not getting hired. He felt it was important to address this problem because he really wanted to work there. There were several benefits, such as a club membership, opportunity to gain experience in the fitness field, the opportunity to work with children, and be around other counselors. He was not sure what caused the problem of him not being hired. Perhaps it was his age, his need to have several weeks off during the summer to attend sports camps, or some things he needed to do differently with the children. There are several people involved in this problem. His mom was involved because she had worked so many summers at the camp, the camp director (who provided encouragement and wisdom) and even the counselor who was hired instead of Nic. He did have the resources of his parents, his enthusiasm, and his ability to be a good counselor. His goal for the solution of this problem was to get hired to work at the summer camp.

Evaluation of the information needed to solve the problem involved deciding what information was needed, where to get this information, and determination of personal priorities. After determining that working with children was one of his priorities, he decided to try to get more information from the camp director. He hoped to find out what he would have to do to get hired. He wanted to know if she would consider hiring him at some point in the future. He wanted to know if his age or his inability to work for several weeks of his attitude or ability prevented him from getting the job.

As he **analyzed** his choices, he realized that one of his choices was to ask his mom to help him gather information about his work qualities. He could ask her to talk to the camp director and get an idea of what he could do to get hired. He also realized that he could gather information himself and talk to the camp director directly. He realized that the short-term consequences of having his mom talk to the camp director were that he would be more likely to get information without it being so hard on his still-developing work ego. He also realized that the long-term consequences of having his mom ask were that he would not develop the skills needed to apply for jobs.

Nic at Roger's, Cont'd.

Selecting the best choice involved Nic deciding which choice best reflects his priorities, which choice results in the most positive consequences for himself and others, and which choice works best for this situation. Nic decided that both he and his mom should talk to the camp director because he felt he had a lot to offer the camp and his priorities were to learn to teach kids about games and sports. He felt he had a lot of knowledge and enthusiasm to offer the camp and he was eager to use his skills and abilities to help others. He made the choice to have his mom talk to the camp director and that he would also talk to the camp director. He would ask his mom to ask some preliminary questions about his being hired, such as age qualifications desired, if ability to work all summer was important, and the kind of work attitude necessary. After she gained information and passed it along to him, he would use that information to develop a speech that he might use when applying for a job.

Outlying and implementing a plan of action involved him deciding what he needed to do to carry out his choice, identifying resources he had available, and organizing tasks. He decided he needed to have his mom talk to the camp director as soon as possible, and then he needs to follow up by talking to her within a day or two after his mom's preliminary conversation. His goal was to get a job for this summer, but if that didn't work, he was hoping to lay the groundwork for working at the gym next summer. He had several resources available to help him reach his goal. His mom was a valuable resource as well as his dad's advice and encouragement. The knowledge and skills he had acquired during the past summers were also a resource.

The last step in the problem-solving process was to **note the results of your actions**. After having his mom talk to the camp director and after he talked to the camp director, he realized he had acquired knowledge about how to interview for a job and qualities needed to be employable. He also laid some groundwork for getting a job at the gym next summer.

THE REASON MODEL

Nic's decision was to get a summer job. This summer's job search involved solving a problem. He used the REASON model to help him work through the problem. He was well on his way to a successful future in the job market.

A Day in the Life of ______________________________

Now, you try it! Imagine you have a friend that must make a decision that involves solving a problem. Fill out "A Day in the Life of ____________________(friends name)"

- What is the decision to be made?
- What are some alternatives?
- What is the best alternative?
- Does this alternative involve solving a problem? If so, follow the steps in the REASON model:

Recognize the problem:

- What is the problem?
- Why is it important to address this problem?
- What caused the problem?
- What are some circumstances surrounding this problem?
- Who is involved in this problem?
- What factors (such as available resources) will affect the decision about what to do?

THE REASON MODEL, CONT'D.

Evaluate information needed to solve the problem:

- What information is needed?
- Where can this information be obtained?
- What are the individual's personal priorities regarding this problem?
- What are the priorities of others involved in this situation?
- What criteria will be used to determine a solution?

Analyze Choices and Consequences:

- What choices are possible?
- What are the short-term consequences for the teen?
- What are the short-term consequences for others in the teen's life?
- What are the long-term consequences for the teen?
- What are the long-term consequences for others involved in the teen's life?

Select the Best Choice:

- Which choice best reflects the teen's priorities?
- Which choice works best for this particular situation?

Outline and Implement a Plan of Action:

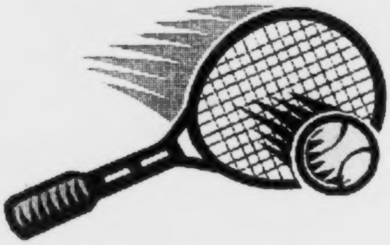
- What needs to be done to carry out this choice?
- What resources are needed to carry out this choice?
- How can the tasks necessary to carry out this choice be organized?

Note the Results of Your Actions:

- Would the teen make the same choice again?
  Why or why not?
- What has the teen learned from making this choice?
- How will this choice affect the teen's problem solving in the future?

Chaos II

Nic entered the summer with two desires in mind — to make the varsity tennis and basketball teams during his sophomore year of high school. The summer began and Nic had made no plans to take tennis lessons or play basketball. He thought his friends would call and ask him to play tennis or basketball and his skills would just naturally improve. June passed and he had played a few times in the evenings with his dad. July came and went and Nic spent more time on the couch than on the court. He had only played basketball once with the neighborhood kids. After a vacation with his family, it was time for tennis tryouts. Nic was surprised when he did not make the varsity or even the junior varsity team. The tennis coach commented on Nic's slowness and asked him what he had done all summer. A few months later, it was time for basketball tryouts. As Nic plodded down the floor, the coach looked less than pleased.



Categories of Goals

▲ Goals are the purposes that individuals and families work toward. An individual sets goals when they identify what they want to achieve in life. Setting goals leads to increased personal effectiveness and success in life and work. Individual values, standards, needs, wants, and priorities influence one to set certain goals. Goals develop because you want to attain certain things in life. You want to achieve an education, material possessions, fulfilling relationships with others, adventure, power, or a home in beautiful surroundings. Goals develop from the things you think are important in life or your values. When you value something, you set a goal to attain it. When a goal is achieved, you have attained something of value in your life.

Goals may be identified by the amount of time it takes to reach them. Goals may be short term or long term. ***Short-term goals*** are things you want to accomplish soon. They may be reached in hours or days — in the immediate future. ***Long-term goals*** are what you want to achieve later, such as next year or even years from now.

It's easier to clearly define and identify short-term goals. They tend to have a single purpose. Finishing a homework assignment, saving money for a new pair of shoes, or winning a basketball game are examples of short-term goals. Short-term goals can be reached easier if specific plans are made. If a short-term goal is to make better grades, plans can be made to listen carefully in class, talk to the teacher when extra help is needed, study an hour each night, and complete all homework assignments.

Short-term goals must be met to reach long-term goals. In order to pursue a career as a doctor, many short-term goals must be met. Short-term goals, such as studying about biology, chemistry, anatomy, and how to work with people, will lead to longer term goals of graduating from high school, getting into a college, and getting into medical school. If a long-term goal is to have a happy family life, short-term goals might be acquiring good communication skills, learning skills, such as budgeting and time management, observing successful families, and reading books on parenting.

Goals should be set that are both realistic and challenging. ***Challenging*** goals require time and effort. In order to keep growing as an individual, one's goals must be challenging. They must be neither too easy or too hard. Easy goals may cause an individual to become bored and lose interest. Goals that are too difficult may cause an individual to become discouraged and stop trying. To create personal growth and attainment of items of value, goals should be reachable and require work; they should be ***realistic***.

Source: Skills for Life Module 8.

A Symphony of Success

Summer was finally here! Nic's short-term goals were to sharpen his tennis and basketball skills so he could make the varsity teams in high school. His long-term goals were to get a tennis or basketball scholarship to a college in Texas. His summer was clearly set. On the last day of school he was already preparing for his first tennis tournament of the summer. A week of tennis camp was next, followed by another tennis tournament. A week of tennis lessons and playing with fellow junior varsity tennis members were helping him reach his goals of getting his tennis game in top notch condition.

Somehow during all the tennis activities, Nic found time to work on his basketball skills. He followed his workout using his basketball "jump" shoes. He played basketball with anyone he could find at the gym. He took a break from tennis lessons and attended a week long basketball camp. A "three on three" tournament during the last week of July forced him to practice and play hard during July.

At the end of the summer, when it was time to try out for the varsity team, Nic amazed the coach with how much he had improved over the summer. He slid into the last open spot on the team. His long-term goal of making the tennis team was realized because he had set and reached many short-term goals over the summer. Unfortunately, Nic did not do so well in basketball. Despite all of his efforts, he did not make the team. But, he did join a recreational team and still had fun playing basketball.

Family Life-cycle Stages

Beginning Stage

Childbearing Stage

Parenting Stage

Launching Stage

Mid-years Stage

Aging Stage

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Goals Throughout the Family Life Cycle

◆ Many goals are necessary for continued growth throughout the life. Listed below are just a few of the many goals an individual may set as their life progresses through the life cycle. The goals listed are long-term goals. In order to reach these long-term goals, many short-term goals will need to be set and reached.

Beginning Stage
- adjust to marriage
- cooperate in assuming the responsibilities involved in marriage
- use positive techniques to resolve conflicts
- adjust to demands of work and family

Childbearing Stage
- determine if ready for parenthood
- become physically ready for parenthood
- become emotionally ready for parenthood
- make any needed adjustments to strengthen the marriage
- adjust marital roles and relationships
- adjust relationships with friends and relatives
- be prepared to care for a child financially

Parenting Stage
- give care and guidance to a child
- meet physical needs of a child
- meet socialization needs of a child
- meet emotional needs of a child
- meet intellectual development needs of a child
- understand factors that influence human development
- develop a husband/wife relationship beyond the children
- strength the marriage by learning more about communication
- strengthen the marriage by learning more about conflict resolution
- participate in social and recreation activities as a couple

Launching Stage
- make possible career change or adjustment
- develop hobbies
- adjust to physiological changes occurring in the body
- care for aging parents
- further growth of marital relationship

Goals Throughout the Family Life Cycle, Cont'd.

Mid-years Stage

- manage resources related to health needs
- plan for retirement
- develop hobbies and interests beyond work

Aging Stage

- take care of physical body
- remain physically, socially, mentally active
- continue the pursuit of hobbies
- volunteer in the community
- participate in group social activities

FCCLA PLANNING PROCESS WORKSHEET

⇨ **Identify Concerns.**

◉

⇨ **Set a goal.**

⬆

⇨ **Form a plan.**

◻

- who
- what
- where
- when
- why
- how

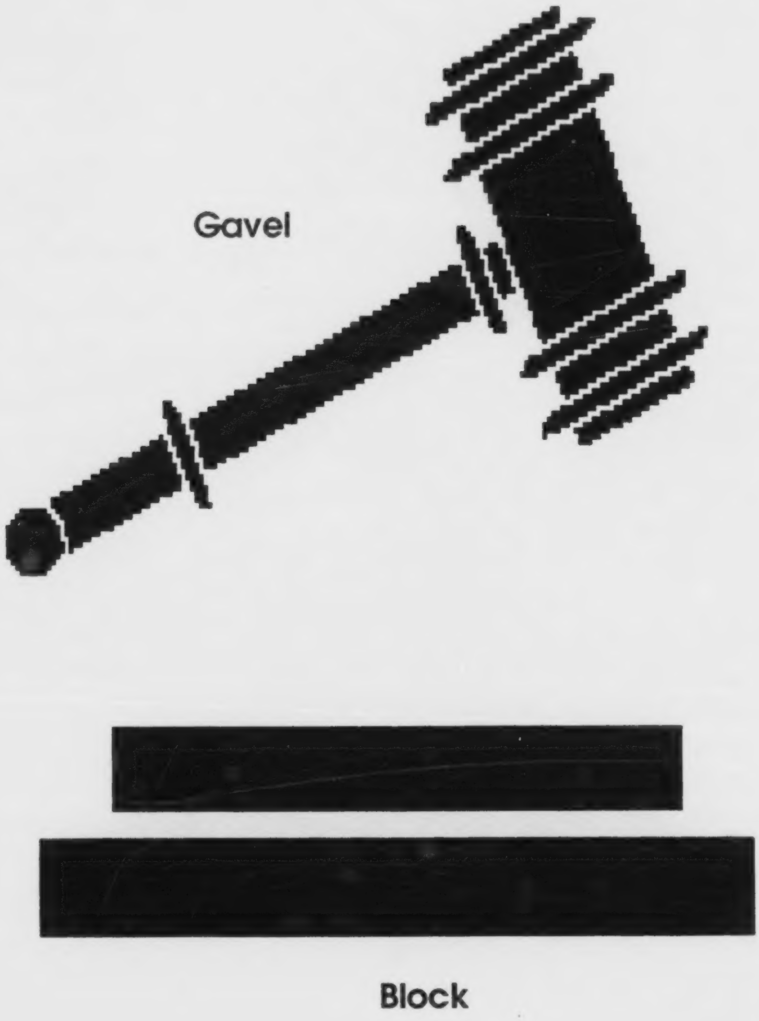
⇨ **Act.**

▣

⇨ **Follow up.**

⊞

Symbols of Parliamentary Procedure


Gavel
Block

Parliamentary Procedure Terminology

Chair

Minutes

Question

Motion

Quorum

Amend the Motion

Adjourn

Majority

Agenda

Floor

Point of Order

Roll Call

New Business

Unfinished or Old Business

Call to Order

Announcements

Parliamentary Procedure Definitions

Chair – the presiding officer or group leader, such as the president or chairperson

Minutes – a written record of the business covered at a meeting

Question – the chair calls for members to vote on the motion

Motion – a suggestion by a member that certain action be taken by the group

Quorum – the number of members who must be present to legally conduct business and make decisions

Amend the Motion – change the wording of a suggestion before the group

Adjourn – action to officially end a meeting

Majority – at least one more than half of the members present at a meeting

Agenda – a list of things to be taken care of and discussed at a meeting

Floor – the attention of all members

Point of Order – questions related to parliamentary procedure are addressed as a point of order motion

Roll Call – report of attendance

New Business – future group activities

Unfinished or Old Business – business tabled or put aside from last meeting

Call to Order – action which brings meeting to order; the chair (presiding officer) may say, "The meeting will now come to order"

Announcements – action during meeting which may include date and time of next meeting, special activities, and other information

TA 21
TEKS 3B

Management

A Lesson From the Geese

A parable from a newsletter published by the American Association of Suicidology:

Have you ever wondered why migrating geese fly in V formation? As with most animal behavior, there is a good reason from which we can learn a valuable principle of mutual aid.

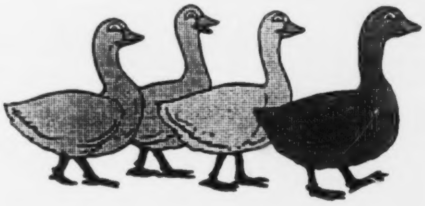
As each bird flaps its wings, it creates an "uplift" for the bird following. By flying in their V formation, the whole flock adds 71 percent more flying range than if each bird flew alone.

Whenever a goose falls out of the group formation, it suddenly feels the drag and resistance of trying to fly alone, and quickly gets back into formation to take advantage of the "lifting power" of the bird immediately in front.

When the lead goose gets tired, it rotates back into formation and another goose flies at the point position.

The geese in formation honk from behind to encourage those up front to keep up their speed.

When a goose gets sick, wounded, or shot down, two geese drop out of formation to follow it down to help and protect it. They stay with the disabled goose until it is either able to fly again or dies. Then they launch out on their own, join another group, or catch up with the flock.



Source: *A Grandpa's Notebook,* by Meyer Moldeven (1992) p.70.

Nathan on Safari

Nathan was off again on another peace keeping mission. He had been so successful in solving the management problems of Roger's Gym around the United States that his reputation had grown and he was now being called to use his problem-solving skills around the world.

Nathan had many management tools in his "bag." The problem-solving skill had worked well at Roger's Gym, but he wasn't too sure what it would take with the tribes of Africa. Recently he had been reading about a new style of leadership, in which all the people of a village are encouraged to contribute their unique talents and problem-solving abilities. The primary job of the leader, it seemed, was to just encourage and coordinate talents and skills.

Nathan's plane landed on the desolate African airstrip and he was ready to put his newly acquired information into action. He shook hands with the tribal leader and was escorted to his hut. During the night, he diligently studied and found out more about the shared democratic leadership style. According to this hot new information from Ohio State University, **"Leaders are needed wherever there are groups of people. Empowering leaders rather than authorities is especially needed in our complex, changing global age."** (p.71). Nathan discovered that true **"leaders empower people to shape their own vision and goals and work toward achieving those goals."** Amazingly, it seems that great leaders are not made by being in a leadership position and just taking over, but leadership development is really self-development and can be cultivated in a variety of settings. Some research indicated that parents are actually the most influential in developing leadership abilities. **"Parental expectations and values and skills reinforced very early in life"** are actually one of the most influential factors on the development of leadership abilities. As he blew out the primitive torch in his hut, he made a mental note to work with the parents of young children in the village as part of his problem solving/leadership development mission.

Nathan was greeted in the morning by a lovely young maiden bearing a concoction of jungle juices. It turns out she was the newly appointed leader of the tribe of Eichi-Eichi's. She was chosen for this prestigious position because of her sensitivity to the talents and skills of her fellow tribesman. It seems she was able to get each member of the tribe to contribute the very best of their talents and skills to the daily operation of the village. The more he talked to her he realized she had indeed been endowed with a magical gift. In fact, she had also been able to use her skills in helping other groups. She was able to help her very own family pull together just before an almost fatal incident. In a courageous moment, she talked to all of them about how groups, such as families, tribes, councils, and even village businesses, help people meet their need for love, caring, sharing, giving, receiving, and belonging. Furthermore, she told the group of agitated family members, it is only in groups that issues can be resolved. Several of the members of their family were threatening to go off into the wilds alone and hunt for berries and meat on their own. She was able to convince them that they would be more likely to get their needs met by staying in the family, than going it alone. She told the tribesman that in all groups, from families to societal groups to religious groups, it takes a group of people to complete tasks and to maintain effective working relationships between the members.

Nathan on Safari, Cont'd.

As he talked to the young maiden it was clear that she knew that **"leadership is the process of helping a group shape a vision of its purpose and goals and of getting people – both inside and outside the group – to commit and recommit themselves to accomplishing that vision."** (p. 72)

As they continued to walk through the village, Reagan (whose name means victory of the people) pointed out to Nathan various successful families working together. As they passed the Macubi family, she helped him see how the mother was busily attending to the children's needs. This particular mother was especially gifted at knowing the needs of her children and taking steps to meet those needs. Recently one of her children had not been chosen to participate in the hunt that is an opportunity for young boys to begin proving their manhood. This mother was able to build the boy's self-esteem back up as she pointed out to him that there were many ways to prove one's manhood and she helped him realize that each day as he took the villagers the tree bark needed for their daily duties, that he was proving his manhood. Mother Macubi had an effective leadership style because she satisfied the needs of the members of her little family, she helped them achieve their goals, and helped them build their abilities each day. Each day she empowered them to feel confident on their own authority, on their own judgement. Mother Macubi always supported her children's decisions, even if they were mistakes. She helped her children view their mistakes as opportunities for learning, rather than opportunities for humiliation. Reagan told Nathan that leaders are needed in families, in business, in religious groups, and in societal groups to **"help members shape a shared sense of purpose or vision, get things done to meet their needs and goals, and create a cooperative relationship between members."**

She pointed out to Nathan another famous figure in the village. Ju Ju Kabuki was a successful businessman in the village. He had brought in a tractor to help tribesmen with their plowing and planting. He exchanged the use of the tractor out for various goods and services of the tribesmen. He was concerned because so many of the village's children were having to play the ancient sport of taki ball on a rocky surface. Ju Ju met with others in the village who shared his vision of purpose of making a new surface for the children to play on. The group set a goal to use the tractor to smooth out the field and Ju Ju encouraged each tribesman to contribute what he could to the endeavor. Some were suited for operating the tractor, some for raking the field after it had been plowed, some for providing refreshment for the workers, some for drawing a picture of the event. Ju Ju knew that **"all group members can and should perform leadership functions appropriate to each person and to group needs. Any member can influence group behavior."** (p. 72) He also knew that **"the leader of the group encourages other group members to make decisions and initiate action without seeking the leader's approval."**

Ju Ju was especially good at encouraging others. He could be seen into the dark hours of the evening, walking among the workers and praising them for their efforts at making the field so smooth. Workers felt so confident in his leadership that they often made decisions and took action without even asking Ju Ju's approval. For this reason, the finished field was not only smooth, but also was lined with beautiful flowers and plants for the children to gaze upon as they played.

Nathan on Safari, Cont'd.

The completion of the field was truly an example of shared democratic leadership. Workers were involved, cooperative, they negotiated problems, they were organized, empowered, and interdependent.

This group of taki ball field workers shared in the leadership needed to build the field by assuming behaviors needed to lead to the success of the project. So many of the workers assumed a leadership role by proposing activities to complete a task or by helping reduce tensions between other group members.

Just as Mother Macubi's family was a strong healthy family because of shared democratic leadership, so was Ju Ju's field an example of interactive shared leadership. Reagan continued Nathan's tour of the village and stopped outside a dilapidated hut. Here was the Hoohoochi family. This family was the reason Nathan had been flown in from America. He was needed to teach the family that **"healthy families allow all members of the family to be included in family problem solving when they are likely to have an opinion. This type of interactive, participatory leadership has been shown to be effective in all types of groups and organizations in increasing the responsible self-direction, initiative, and morale of all group members and the quality of decisions and work."** (p. 73)

Because Nathan was know all across America for his ability to get others to work together, and at the same time improving their morale, initiative, self-direction, and the quality of their decision and work. They knocked on the door of the hut and found Mother and Father Hoohooci home. Nathan talked to the family about the fact that being a responsible family member involves allowing all members to be included in family problem solving when they are likely to have an opinion. Before long, Mother and Father Hoohoochi were laughing and talking once again and sharing and respecting one another's opinions. Each listened to the other as they worked on digging up their hut. Because **"responsible citizenship in a demographic society involves individual accountability and action for the common good of the group"** (p. 73), **the Hoohoochi family realized that each member of the family was responsible for doing the best thing for the family, not for the individual. One person cannot take action for his own good at the detriment of the others in the family. This family began to show their children that "responsible citizenship begins in families as children learn to care for themselves, family members, pets, their home, and neighborhood"** (p. 73).

This was such a valuable lesson that one of the children from this family went on to become the caretaker of the village. He was so concerned about the well being of all the members of the village that he opened up a shelter to meet those needs. He was able to get others in the village to contribute their time to see that all villagers were not mistreated or oppressed or denied their rights. He was able to help others in the village become involved by encouraging them to contribute their knowledge and skills to help the needy.

Nathan and all the tribesmen celebrated the accomplishments of the village long into the evening. Each person told stories around the ceremonial fire of how a fellow villager worked

Nathan on Safari, Cont'd.

with him to encourage him and how each tribesman had so much knowledge to share and they marveled at how each person in the village was motivated to contribute their own opinion and talents for the good of the village.

The tribesmen played the following games which led to even more leadership development:
1. Each villager was asked to bring an object that represented a group to which he or she belongs. They brought objects, such as the helmet worn when playing taki ball, family pictures, and pin representing membership in a religious organization, and a flag of their village. The objects were lined up on a table and villagers divided into small groups. They had two minutes to list as many different examples of groups as they could. The group with the longest list won a valuable prize. All villagers were asked to identify the two major purposes of groups: to help meet people's needs and resolve issues. They talked about how each group represented by an object fulfilled these purposes.

2. Nathan shared a game from America that involved teamwork, leadership, and cooperation. He wrote one of five different case studies on the back of five puzzles. He cut the case studies to follow the outline of the puzzle pieces and gave each tribesman a puzzle piece. He placed a picture of each puzzle on a table and had people determine which piece their puzzle went to. After finding their puzzle piece at their table, villagers had to work together to construct the puzzle. Nathan pulled out his video camera (the villagers were amazed) and recorded each group solving their puzzle. After the puzzles were solved, the villagers watched themselves to determine examples of shared democratic leadership. They saw each other contribute their unique skills and talents to solving the puzzle.

Source: The information in bold print is from *Ohio State University Resource Management Resource Guide*, Ohio State University, Vocational Instructional Material Laboratory, pp. 71-74. Used with permission.

Shared Democratic Leadership Information Sheet

◆ Any democratic society is made up of many groups. Private groups, such as families, nurture us. Public groups, such as neighborhoods and cities, challenge us to make the world a better place. Within cities and neighborhoods are civil, social, education, professional, and religious groups. Groups help people meet their needs for love, caring, giving, receiving, and belonging. Groups also help resolve issues.

When one joins a group, they are more likely to have their needs met than if they tried to meet them alone. Many human needs, such as loving, caring, sharing, and giving and receiving can only be met through groups. Family, social, and religious groups are most often where people get their needs met. Groups also help resolve issues. In order to resolve issues, groups need to complete tasks and maintain effective working relationships between members.

Leadership is an important process which helps a group share a vision of its purpose and goals and lead people inside and outside the group to commit and recommit themselves to accomplishing their shared vision. Effective leadership styles satisfy the group's members needs, help them achieve their goals, and build the group member's abilities and self-esteem. When leaders empower others, group members feel confident to act on their own authority, to use their own judgement, and to support the decisions made, even if the decisions are mistakes. True leaders view mistakes as opportunities to learn.

Leaders help groups shape a sense of shared purpose, accomplish goals, and create a cooperative relationship between group members. There are several leadership styles. One style is shared participatory leadership. Research shows this style to be effective in increasing production of group members, encouraging innovative decision making, responsible self-direction and initiative.

In shared participatory leadership:

- all group members lead according to their capabilities and in a way they determine will meet group needs

- the leader of the group encourages other group members to make decisions and take action without always obtaining approval from the leader.

Shared leadership involves cooperating, negotiating, and organizing in order to produce empowered, interdependent members. Each member of a group can share leadership by assuming the behaviors needed to lead to the success of the group. In a family, each spouse may assume behaviors necessary to feed the family or manage family finances at different times in the life cycle. In social or civic groups, each group member may assume a leadership role by suggesting tasks that need to be done to complete an activity or reducing tension between family members.

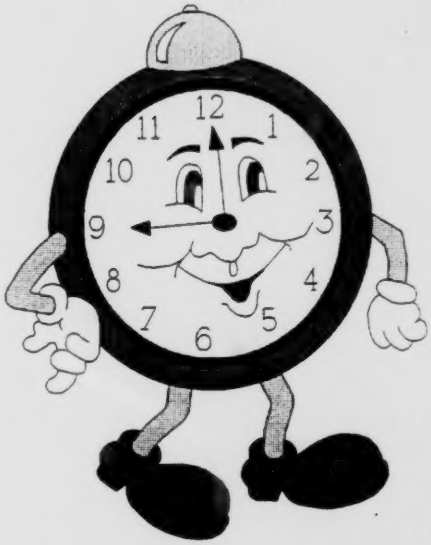
One of the smallest groups in our society is families. Strong healthy families are characterized by interactive shared leadership styles. For example, healthy families allow all family members an opportunity to be included in family problem solving when they are likely to have an opinion. This type of interactive shared participatory leadership increasing the ownership of the group by all members. It encourages leadership increasing the ownership of the group.

Time Management

▲ Everyone manages time differently. Some people just let their time be used by completing tasks they really do not care about, while some have clear cut goals to reach in life and constantly take steps to reach those goals. If you would like to become a part of the group of people who know where they are headed in life and constantly take steps to get there, then you may need to learn more about time management.

Time management begins with goal setting. Set aside some time in the next couple of days to begin thinking about what you would like to achieve in your life. You might think about what you would like your life to be like in ten years. Try to envision what you would like your family life to be like and what career you would like to be pursuing. Think about what recreational interests you would like to be able to enjoy. What material possessions would you like to own? After picturing your life ten years from now, make a list of things you will have to begin doing now in your life to make your vision of your future a reality. Those things you will have to begin doing now are your goals. If you want a standard of living that includes a comfortable home and nice vehicles and children, you will have to begin to prepare for a career that will earn a substantial salary. If you would like to have a strong relationship with a member of the opposite sex, you will have to begin now to learn about the opposite sex, how to communicate with them, and how to have a lasting long-term relationship. After envisioning your life and making a list of goals that would help you achieve your desired pattern of living, show your vision and your list to your parents and other family members and friends. You may even want to make a mural for yourself in which you place pictures of your desired pattern of living at one end of the mural, and list steps to be taken to get there, or goals that must be reached this year, next year, two years from now, three years from now, and so on in front of each component of your future life. Post your mural where you will see it often, such as in your room. Begin to determine the things you need to include in your life to get you where you are going and the things that you need to eliminate.

Start scheduling your time to include more of the things you need for your future and less of what you do not need or want in your future. In other words, set priorities for yourself and take control of your time. Post yearly goals and monthly goals. Break the monthly goals to things to be accomplished each week and then make a daily plan for yourself so you spend time constructively learning and growing towards your desired pattern of living. Read resources on time management to get a better idea of how to make your time work for you and eliminate unnecessary distractions.



Strategies for Managing Time

◆ In order to achieve your long-term goals, you will have to employ certain time management strategies. Listed below are strategies you may find helpful. After reading the strategies, list several strategies you will use as you plan your time. Remember the ultimate goal of time management is to help you eliminate tasks that will not help you achieve your goals.

Once you have outlined some of the long-term goals you would like to achieve or the big steps you would like to take in life, the next step is to begin to break those goals into shorter steps. Little steps along the path of life lead to a chosen career or a long-term relationship. In order to take these steps, you must clarify what those steps are and eliminate unnecessary steps.

The beginning of a school year or the beginning of a calendar year is a good time to reflect on the steps to be taken to achieve long-term goals. A good place to write down long-term goals is on a yearly calendar. The goals might be written in the front of the calendar and then throughout the year, think about what steps need to be taken each month to lead to the accomplishment of long-term goals on a yearly basis. For example, if your long-term goal is to teach elementary education, then goals during high school years might include taking courses in early childhood professions, nutrition and food science, and child development, as well as participating in school organizations, such as FCCLA. Plans do not always happen as intended, but if you do not at least have a goal to begin with, you may not take the needed steps to reach the long-term goal as an elementary teacher.

By penciling in some time on your calendar when you would like to learn more about your career goals, you will be more likely to set aside time for that purpose and less likely to let a lot of other things get in the way. You may want to determine times to search for information on colleges that offer early childhood education and available scholarships or financial aid. Other times may be scheduled to interview individuals working in your chosen career or visiting with the school counselor to determine what high school classes will best prepare you. By achieving these short-term goals or taking little steps, it is more likely that an individual will achieve success in accomplishing long-term goals.

Other strategies which can help you manage your time include:

- Make a "To Do" List
- Simplify and Organize
  (e.g., use file folders; organize your closet, desk, etc.; set aside a specific place to store things that you use often)
- Group Activities and Dovetail When Possible
- Use Spare Time Wisely
- Do Not Procrastinate

Strategies for Managing Time, Cont'd.

- Keep a Calendar
- Make a "To Do" List
- Simplify and Organize
- Group Activities and Dovetail When Possible
- Use Spare Time Wisely
- Do Not Procrastinate

Weekly Planner

Steps towards long-term goals to be accomplished this week:

1. ____________________
2. ____________________
3. ____________________

Other Priorities:

1. ____________________
2. ____________________
3. ____________________

Short-term goals	Priority	Estimated Time	Day to Be Accomplished

TA 27
TEKS 4A
Management

Daily Planner

Date: ____________________

Tasks to Be Done Completed

Phone Calls to Make

People to See

Appointments Scheduled

6:00 a.m.
7:00
8:00
9:00
10:00
11:00
12:00 p.m.
1:00
2:00
3:00
4:00
5:00
6:00
7:00
8:00
9:00
10:00
11:00 p.m.

Time Plan Situations

Directions: List the long-term and the short-term goals of the person. A list of things to accomplish on Saturday is given. Use Teaching Aid 27, ***Daily Planner***, to plan the day by the hour to include all tasks listed.

Situation 1
Chad is a high school student who lives with his parents. He has one sister and two brothers. He has five telephone calls to make to friends regarding an upcoming trip to an athletic event. He must go shopping for supplies for the trip and a birthday gift for his sister. He plans to have lunch with his buddies. He must also clean his room, change the bedding, set the table for dinner, and dry the dinner dishes. In the evening, he has a movie date with his girlfriend.

Long-term Goals:

Short-term Goals:

Situation 2
Trisha is a married woman with a baby six months old and a toddler two years old. She feeds, changes, bathes, plays with, and holds her baby. She must do laundry, including diapers. Her husband's boss is coming over for dinner at 6:00 p.m. She must make a trip to the grocery store. She plans to put on a dress for dinner, arrange flowers for a centerpiece, cook dinner, entertain, and clean up the kitchen.

Long-term Goals:

Short-term Goals:

Situation 3
Adam is a working man living in an apartment with two roommates. He has a cat for a pet. He must do laundry, take his books to the library, take shoes to the shoe repair to be resoled, and care for his cat. It is his turn to prepare lunch which all three will eat together. He needs to write a note to a friend, pay a few bills, and help his roommates with buying groceries for the coming week. Adam is preparing dinner for his girlfriend. They have plans to go to a movie later in the evening.

Long-term Goals:

Short-term Goals:

Time Plan Situations, Cont'd.

Situation 4
John is a high school student who lives with his parents. He is an only child. His Saturday duties include fixing breakfast for himself and his parents. He must clean the kitchen and his bedroom and has to study for his history and family and consumer sciences classes. He has short telephone chats to two girlfriends. He has to change the oil in his car. His girlfriend is coming over to visit and help him study. He has a project to complete for his family and consumer sciences class. In the evening, he has to attend a church dinner with his parents and friends.

Long-term Goals:

Short-term Goals:

Time Management Checkup

▲ Once you have determined the goals you are striving to meet on a daily basis, it may help you to observe some of your time management habits. As you think about your habits, you may be able to determine strategies to employ to help you eliminate unnecessary tasks and focus on goal related tasks.

As you answer the questions below, place a check in the column that indicates how often you use the strategy for effective time management. If you place a check in the Seldom or Sometimes column, list ways you plan to improve in the Plans for Improvement column.

Time Management Habit	Often	Sometimes	Seldom	Plans for Improvement
1. Do you plan your day the night before and list activities to be done to achieve short-term goals?				
2. Is your room organized? Do you have a specific location for your calendar and daily "To Do" list?				
3. Do you begin work or studying without procrastination and distractions?				
4. Once you have begun your work, do you stay focused on the task at hand?				
5. Do you look for ways to streamline tasks?				
6. Do you identify and attempt to improve your work/study routine?				
7. Do you periodically evaluate the tasks you are completing to determine if they will help you achieve your long-term goals?				
8. Do you take care of yourself physically? Do you get enough rest, proper nutrition, exercise?				
9. Do you write your long-term goals on your calendar and chart monthly and weekly short-term goals?				
10. Do you consciously try to manage your time wisely?				

It's Your Time

▲ In order to further evaluate your time management strategies, chart how you spend your time. Choose one school day and one weekend day. List each of your activities and next to it the category in which that activity belongs. Be sure to include all your activities, even those that seem unimportant. Chart the activities according to the following:

A. Work related goals: Time spent attending school, studying, part-time job, career investigation, job shadowing or mentoring

B. Relationship goals: Time spent at social events, time spent with friends and family

C. Self care: Time spent on eating, sleeping, exercising, hobbies, leisure activities

◆ After filling in the chart, analyze your time by answering the questions at the bottom of the page.

School Day Activity	Category	Weekend Day Activity	Category
A.M.			
6			
7			
8			
9			
10			
11			
12 noon			
P.M.			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12 midnight			

It's Your Time, Cont'd.

Questions:

1. How much time do you spend in each category?

2. Is your life balanced, do you spend about an equal amount of time in each category?

3. How could you better balance your time?

4. What activities could you give in one category in order to better balance your time in all categories?

5. Do you feel you are achieving your goals? How could you improve time spent on goal attainment?

Peak Energy Level

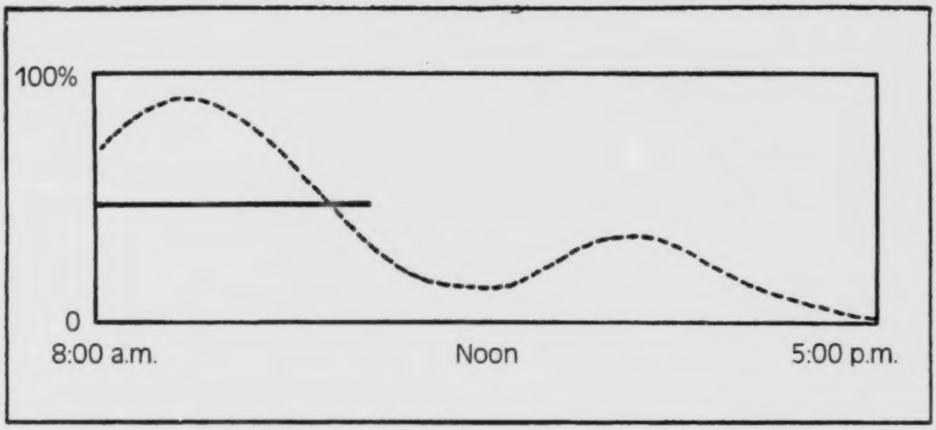
◆ One of the most effective strategies to help you achieve your goals is to become aware of your peak energy levels. Your prime time of the day is when you feel most energetic. You are at the high point of your daily energy cycle. At this time of the day, you feel the most energetic and efficient and have a desire to accomplish the major tasks or pleasures of the day.

During your peak energy level, accomplish the most important, crucial or stressful tasks and decisions. During moderate energy levels, complete routine tasks and use low energy level times for relaxation, hobbies, reading, housework.

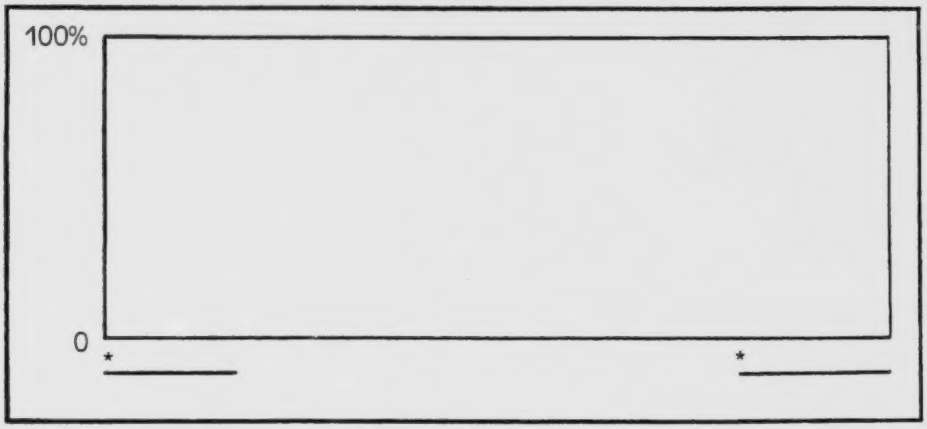
Keep in mind that in each family, energy levels do not always match. Communication and coordination are necessary to match energy levels of family members.

The chart below is an illustration of someone with a high energy level at midmorning and a low energy level in late afternoon.

Typical Energy Cycle



Your Energy Cycle



Source: Kansas State Department of Education, 1994. *Balancing Work and Family*. Used with permission.

Managing Time and Energy

Part I — Complete an Activity

Choose an activity you do repeatedly during the week but feel you could do more efficiently. Break the activity down into details of what must be done. Analyze the activity and develop a new procedure which would improve your use of time and energy.

Activity: ______________________________

Steps you presently take to complete the activity:

____
____
____
____
____
____
____
____
____

Part II — Analyze the Activity

Refer to sources of information on time management. You may want to refer to Teaching Aid 25a, ***Strategies for Managing Time***, the Internet, a book, or an interview on efficient time management.

Use the space below to list three suggestions you learned through your research for simplifying the activity completed above.

1. ______________________________
____

2. ______________________________
____

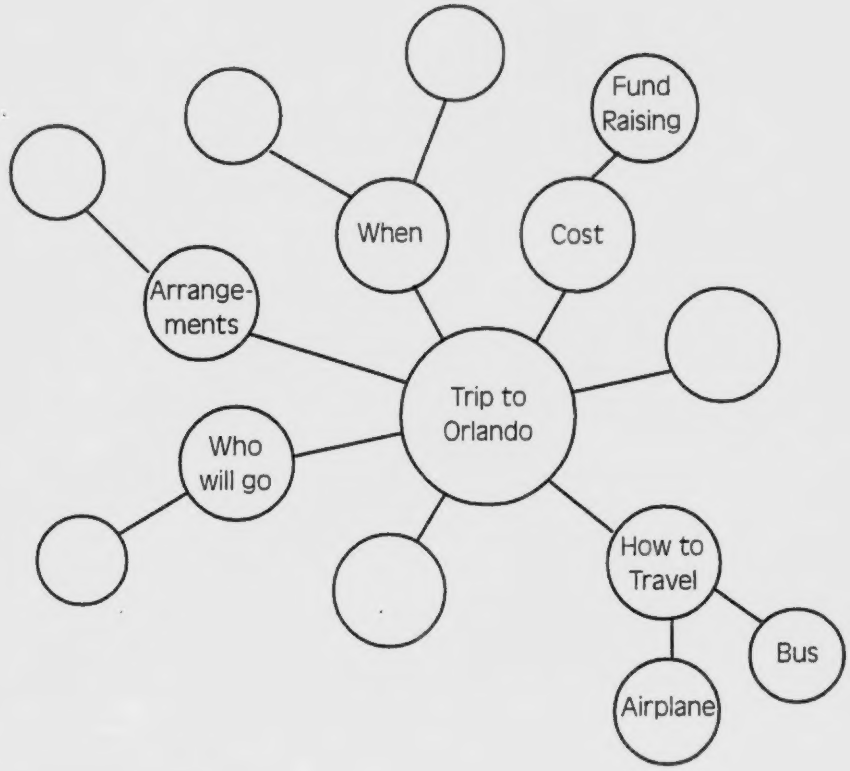
Managing Time and Energy, Cont'd.

3.

Part III — Improve the Activity

Use the space below to list the steps you will follow when completing the activity. Your description should utilize the steps listed above.

Trip to Orlando


Trip to Orlando
When
Cost
Fund Raising
Arrange-ments
Who will go
How to Travel
Bus
Airplane

TA 34
TEKS 4D *Management*

Payroll Check

Sam's Grocery Store
2525 North Parkway
Anytown, TX 77777

8765

March 12 20 ____

Pay to the order of Kelly Johnson $104.13

One hundred four and 13/100---------------------------

City National Bank
Anytown, TX 77787

For work

Samuel L. Rogers

:' 9988080988: 998-76-4321: 8765

Gross Pay	F.I.T.	F.I.C.A.	Group Health Insurance	Net Pay
129.36	10.34	9.89	5.00	104.13

F.I.T. Federal Income Tax Witholding. The percentage of deduction is based on a variety of factors. Kelly's rate is 8 percent.

Employee's share to be able to participate in program. Amount is determined by employer.

Gross Pay. The amount owed an employee for a given period of time. No deductions have been made.

F.I.C.A. Federal Insurance Contributions Act is also known as social security. The percentage is usually 7.65 percent.

Net Pay. The amount the employee receives after all deductions.

Determining Salary and Benefits

▲ The following chart shows the total pay package and percentage of benefits for Kelly's job.

Kelly works as manager at a local sandwich shop earning approximately $20,000.00 per year. Kelly works 40 hours per week. She receives health insurance, dental insurance, and free uniforms and uniform service.

Annual Salary $20,000.00 ÷ 52 weeks = $385.00	**A** $20,000
Legally Required Payments Annual Salary (**A**) X 8.7% = **B** 20,000 x 8.7% = (8.7% represents the national average for legally required payments that employers must pay for social security, unemployment compensation, and worker's compensation)	**B** $1,740
Annual Dollar Value of Company Benefits	**C**

Benefit		
Health Insurance	$155 per month ($155 x 12 = $1860)	$1,860
Dental Insurance	$10.50 per month (10.50 x 12 = 126)	$ 126
Uniforms	$275 per year	$ 275
Uniform Service	$25 per month (25 x 12 = $300)	$ 300
		$2,561

Total Pay Package (A + B + C = D)	**D** $24,301

Opening a Checking Account

- $ Select a financial institution based on the institution's location, reputation, fees, and service.
- $ Visit the chosen institution.
- $ Ask to speak to the person in charge of new accounts. Tell him or her that you would like to open a personal checking account.
- $ Fill out the necessary forms and a signature card.
- $ Make the initial deposit - usually a $100 to $200 minimum.

AMERICA
100
THE UNIT

MAKING A DEPOSIT

1 Write in the date.

2 Write in the correct name, address, and account number if this information is not already printed on the deposit ticket.

3 Enter the amount of money to be deposited. The amount of cash should be written beside the word *currency* and the amount of coins beside the word *coins*. Write the amount of the checks being deposited beside the word *checks*. List each check separately including the name of the person or institution who issued the check.

4 If any cash is needed, enter the amount of the cash beside the words *less cash received*.

5 If receiving cash, sign the deposit ticket on the designated line.

6 Subtract the amount of cash received from the amount of the deposit.

7 Enter the final amount of the deposit next to the words *net deposit*.

MARK MASON
1001 FIFTH STREET
ANYTOWN, TEXAS 55667

DATE ______________________

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE TERMS AND CONDITIONS OF THIS FINANCIAL INSTITUTION'S ACCOUNT AGREEMENT. DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL

____

SIGN HERE ONLY IF CASH RECEIVED FROM DEPOSIT

ANYTOWN
NATIONAL BANK
Anytown, Texas

Cash Including Coins			
List Checks Singly			
Sub Total			
Less Cash Received			
	Net Deposit		

DEPOSIT TICKET

PLEASE ITEMIZE ADDITIONAL CHECKS ON REVERSE SIDE

: 0 0 0 0 0 0 0 0 0 0 : 0 0 0 0 0 0

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TA 38
TEKS 4D

Management

Using a Checking Account

1. When you get home, you glance at your calendar and are reminded that your monthly car payment is due in five days. To avoid being late, you realize that you should mail it tomorrow. So, you write out a check to Auto Finance Company for $109.72.

No. 604

5487 Pretendland
Anywhere, Texas 74634

Pay to the
Order of ________________________ $________

________________________ Dollars

THE BANK OF TEXAS
Anywhere, Texas 74634

For ________________ ________________

<:000000000<<<\00000000 000:. 100

2. Your mother brings you mail from your grandparents, Mr. and Mrs. Wonderful. Inside is a belated birthday card and a check for $20. You are so happy, you decide to go to the bank and deposit the check before the motorbank closes. Write out the deposit slip.

5487 Pretendland
Anywhere, Texas 74635

DATE ________________

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE TERMS AND CONDITIONS OF THIS FINANCIAL INSTITUTION'S ACCOUNT AGREEMENT. DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL.

____
SIGN HERE ONLY IF CASH RECEIVED FROM DEPOSIT

THE BANK OF TEXAS
Anywhere, Texas

: 0 0 0 0 0 0 0 0 0 : 0 0 0 0 0 0

Cash Including Coins			
List Checks Singly			
Sub Total			
Less Cash Received			
	LESS CASH RECEIVED		
	TOTAL DEPOSIT		

[redacted]

DEPOSIT TICKET

PLEASE ITEMIZE ADDITIONAL CHECKS ON REVERSE SIDE

3. Complete the check register.

Check No.	Date	Check Issued To	Amount of Check		✓	Date Dep.	Amount of Deposit		Balance
									129.36

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Checkbook Challenge

Directions: Use the information below to correctly complete the checkbook register shown. Answer the questions below the checkbook register.

Kimberly Jones has a balance of $170.21. She has made the following transactions:

- Check #108 was written August 7 to Bank of Anytown for $133.87 for her monthly car payment.
- Check #109 was written August 8 to Sam's Grocers for $24.75.
- A weekly paycheck was deposited on August 13 for $123.88.
- A withdrawal from an ATM was made on August 14 for $20.
- Kimberly made a bookkeeping error a few weeks ago, and a check was returned to her because of insufficient funds. There is a $15 service charge at the store and a $17.50 service charge at the bank.
- She failed to record check #110 and cannot remember to whom she wrote the check or for how much.

Check No.	Date	Check Issued To	Amount of Check		✓	Date Dep.	Amount of Deposit		Balance
									170.21

How would you say she is managing her checkbook and her finances?

____

____

Does Kimberly seem the type to habitually write bad checks?

____

____

How does missing check #110 affect the rest of the checkbook register?

____

____

Monthly Savings Plan

Directions: Using data about Annie Quinlin, create a plan that would help her to maintain a monthly savings plan.

Personal Financial Information About Annie Quinlin:

1. Income

1. chores	$ 10.00 per week
2. babysitting	$ 34.00 per month
3. part-time job	$ 24.00 per week
4. allowance	$ 10.00 per week

Total amount of monthly income $__________

2. Expenses

1. personal items	$ 42.00 per month
2. snacks/meals	$ 15.00 per week
3. clothes	$ 38.00 per month
4. school supplies	$ 5.00 per week

Total amount of monthly expenses $__________

3.

Formula for Savings Plan:
total income
— total expenses
amount left over to save

4. Consider that Annie wants to start saving for a computer. She has already determined that to have the computer she wants for the beginning of the next school year, she will have to save $120.00 per month until then. What advice might be offered that would help her achieve her goal? Provide one option for Annie and recalculate figures using the formula above.

Computing Simple and Compound Interest

✍ **Directions:** Learn to compute interest rates by figuring the following problems.

1. Compute the simple interest that would be paid on $1,000 if the interest rate is 5% for a one-year period. Adding this interest to the original $1,000 and assuming that the interest remains at 5%, compute the total amount of money that would be in the account at the end of a second-year period.

2. Compute the compound interest that would be paid and reinvested over a one-year period on $1,000 at 1/4 of 5% being paid every three months. Adding this interest to the original $1,000 and assuming that the interest rate remains the same, compute the total amount of money that would be in the account at the end of a second-year period.

Computing Simple and Compound Interest Answer Key

1. Simple Interest:

$1,000
x .05
$50.00 **interest first year**

$1,000.00
x 50.00
$1050.00 **balance plus interest after first year**

$1,050
x .05
$52.50 **interest second year**

$1,050.00
x 52.50
$1102.50 **balance at the end of second year**

2. Compound Interest:

	Invested Amount	*1/4 of 5%*	*Compound Interest*	*Accumulated Period-Eval Balance*
Period 1	1,000.00 x	1.25% =	12.50	$1,012.50
Period 2	1,012.50 x	1.25% =	12.66	$1,025.16
Period 3	1,025.16 x	1.25% =	12.81	$1,037.97
Period 4	1,037.97 x	1.25% =	12.97	$1,050.94 = balance at end of one year
Period 5	1,050.94 x	1.25% =	13.14	$1,064.08
Period 6	1,064.08 x	1.25% =	13.30	$1,077.38
Period 7	1,077.38 x	1.25% =	13.47	$1,090.85
Period 8	1,090.85 x	1.25% =	13.64	$1,104.49 = balance at end of second year

TA 43
TEKS 4D

Sample Budget for Adults or Families

Percent of Income	Expenses
15 - 20%	Debt Payments (includes car, loan, and credit card payments)
25%	Housing (includes mortgage or rent, taxes, insurance, and utilities)
15 - 20%	Food (includes eating out)
10%	Clothing
5 - 10%	Transportation (includes gas, insurance, and repair)
10%	Savings
10 - 20%	Miscellaneous (includes entertainment, medical insurance and expenses, education costs, personal grooming supplies, recreation, and charitable contributions)

Record Keeping Systems

- Ledger Sheets
- Checking Accounts
- Envelope System
- Combination System
- Calendar Method
- Savings Account
- Personal Accounting Computer Software Packages

Case Study — Bill and Maria

Directions: Read the following case study and establish a budget for Bill and Maria.

Case Study

Bill and Maria have been married for five years. Bill works for Valley Electric and makes $29,000 per year. His take-home pay is $23,000 per year. His company benefits include a company car, life insurance, and dental and medical insurance. Maria works for City National Bank and makes $18,500 per year. Her take-home pay is $14,500 per year. Maria's mother (a widow) is having open heart surgery. Maria is planning to take a six week leave of absence to care for her mother (without pay). She plans to return to work at the end of the six weeks and hire a housekeeper to help her mother twice a week. The housekeeper will cost $70.00 per week and Maria is planning to pay for the housekeeper since she must return to work. Maria also receives a quarterly royalty check from oil interests from her father's estate. The lowest it has been is $100. The highest it has been is $400. With these changes to their income and expenses, Maria and Bill need to develop a plan. They would like to set up a budget, but do not really know where to start. Bill and Maria have the following set of monthly expenses:

√ house payment	$650.00
√ utilities	$150.00
√ groceries	$200.00
√ car payment	$275.00
√ furniture payment	$100.00
√ credit cards	$100.00

Using the information provided above and the information provided in the chart below, plan a monthly budget for Bill and Maria. Be sure to include baby-related expenses.

		Actual	Budget
Percent of Income	**Total Net Income**		
15 - 20%	Debt Payments (includes car, loan, and credit card payments)		
25%	Housing (includes mortgage or rent, taxes, insurance, and utilities)		
15 - 20%	Food (includes eating out)		
10%	Clothing		
5 - 10%	Transportation (includes gas, insurance, and repair)		
10%	Savings		
10 - 20%	Miscellaneous (includes entertainment, medical insurance and expenses, education costs, personal grooming supplies, recreation, and charitable contributions)		
	Balance		

Resources for Effective Money Management

Consumer Information Center
www.puebo.gsa.gov/

Jump$tart Coalition for Personal Finance History
www.jumpstartcoalition.org

National Coalition for Consumer Education
www.lifesmarts.org

National Endowment for Financial Education
www.nefe.org

National Institute for Consumer Education
www.nfcc.org

Ohio Agricultural Extension Service (Ohioline)
www.ag.ohio — state.edu

Texas Agricultural Extension Service
fcs.tamu.edu

Others:

A Legacy for My Daughter

by James Webb

On the dresser in her empty bedroom was a yellow music box with Snoopy on the lid. It had been a gift to her when she was four or five. She had outgrown it years before, and yet could never bear to part with it. It connected her to simpler days and, although its melody was seldom heard in the house now, the music box remained.

I picked it up the evening after my daughter Amy departed for college. In the space of a few hours, her bedroom seemed like a museum. It haunted me with its silence, its unaccustomed tidiness; with the odd souvenirs from a childhood that was now history. But it was the music box that caught my eye. I opened it and the plaintive song that recalled her years of innocence played automatically, surprising me, as I remembered, tears filling my eyes, the small child holding the box before she went to sleep. When I saw that she had placed my Marine Corps ribbons from Vietnam inside, I wept like a fool.

I had not seen the ribbons in 10 years. When she was very small, she would wear them to school, picking out one or a few to match a jacket or sweater. It perplexed her mother and caused her teacher to think I was a militarist at a time when virulent antimilitarism was de rigueur. But she had asked for them and had worn them as an act of faith because even at five she could read inside my heart. She had conceived a way, as if we shared a secret pact, to show her loyalty on an issue that was drowning me in pain.

At a time when life had closed in on me, when right and wrong canceled each other out, when the country was in chaos and I was struggling with the wreckage of my life, my daughter was my friend. At three, she comforted me, asking the right questions when I learned that my closest friend in law school had died. At five, she tried to take care of me when, badly shaken by the suicide of a young veteran I had tried to help — he had been unfairly convicted of murder in Vietnam — I retreated to a remote campsite. Wherever I went, Amy came with me. She learned about bars and pool halls and became a pinball wizard by the time she was seven. At 10, as her class cheered the return of our hostages from Iran, she lectured them on the difficult homecoming of our Vietnam veterans.

It occurred to me, sitting in her bedroom, that the incubator had hatched and that I had just delivered an adult to the world as surely as her mother had delivered an infant 18 years before. These childhood years had formed her view of the world, but like so many of her compatriots riots, her life echoed with the turmoil of her elders.

Amy grew up listening to the disagreements of her parents, both before and after their divorce. She learned what it meant to be a "latchkey kid," cared for by phone. She heard those who celebrated the drug culture tell her "just say no" at about the same time that high school dealers started wearing beepers to class. She knows that the generation that flaunted sexual freedom is queasy now, what with abortion so common among teenagers and their illegitimacy rate triple that of 20 years ago.

Mine has not been a generation that offered its children certainties. We have treated them to endless argument instead. Throughout her young life, my daughter has been treated to a view that government is corrupt and unfair, this was fed by continuous debates over civil rights, the Vietnam War, Watergate, and the Iran-contra affair. She also watched the nation blunder about its role as world leader, jerked this way and that on foreign-policy issues and by leaders who appear to be selling her future to foreign investors instead of calling on citizens to regain the self-discipline that made us great.

Grand debate: I fear that the greatest legacy of the baby boom generation will be that although it asked all the right questions in the early years of adulthood, it resolved nothing. Raised by parents whose sacrifices during the Great Depression and World War II purchased for us the luxury of being able to question, we all understand the standards from which some of us were choosing to deviate. But lacking unity, driven by disagreement on every major issue and most minor ones, we have, unwittingly, encouraged our children to believe that there are no touch stones, no true answers, no commitments worthy of sacrifice. Our children have been treated to grand debate and in many cases have grown up under the false illusion that there are no firm principles. That for every cause there is a countercause. For every reason there is a reason to run. For every yin there is a yang.

How will our children react to this philosophical quagmire, this unbecoming hesitance, which ironically, is the product not of our cynicism but of our idealism, once they learn more clearly their own place in the flow of history? My bet is that they will surprise us with their stability, that they will perhaps be slower to make commitments, but more serious when they do. Someone who has bounced between two parents will not marry with the thought that "we can always get a divorce if it does not work." Someone who has viewed the nightmarish results of political policies and recreational activities that were rather innocently begun will be more careful to consider the implications of new seduction at the onset.

In the end, just as my tiny daughter-friend eased my personal turmoil years ago, she and her contemporaries may in time become the philosophical arbiters of the generation that spawned them. How poetic, to think that those who were denied certainties in their childhood might in turn bring some synthesis to their parents.

Thinking of these things as I sat in the quiet of a bedroom gone empty after my beautiful sweet friend's flight to adulthood, listening to the yellow music box that still reminds me of the adoration in Amy's eyes, I then understood another truth: that we, the members of a creative, sometimes absurd, always narcissistic postwar generation, will soon receive a judgment. Whatever it is, our children have earned the right to make it.

Source: *Newsweek Magazine*, November 7, 1988.

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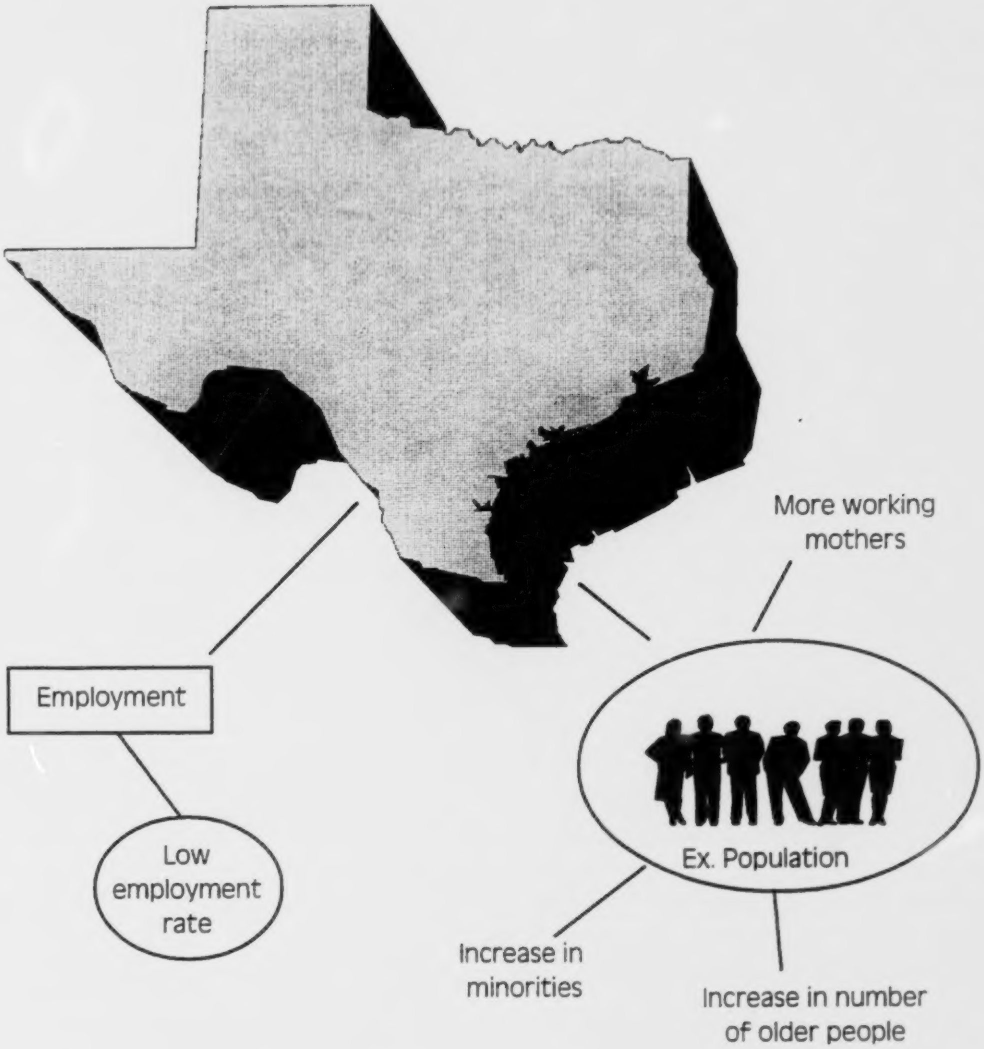
TA 48
TEKS 4E

Management

Changes in Texas



Employment

Low employment rate

More working mothers

Ex. Population

Increase in minorities

Increase in number of older people

Technology as a Life Management Resource

Directions: List as many items or products that involve technology.

Home	School	Community	Workplace

TA 50
TEKS 5A

Management

Families Dealing with Financial Emergencies

#1 Keitha and Jeremy have lived in their new home for almost seven months. Keitha works part-time as a hostess at a local restaurant. Jeremy has worked full-time as a supervisor for a freight company but recently was injured in a car accident where he sustained severe back problems. He will be out of work for approximately six months. Jeremy and Keitha have excellent health insurance but do not have any disability insurance. Jeremy's accident occurred outside of the workplace. Keitha is expecting their first child in about three months.

#2 Tomas recently lost his wife, Loraine, to a lengthy illness. The medical bills seem impossible to pay ($85,000), and Tomas still owes approximately $2000 for funeral expenses. Tomas has worked at the same job at a local truck dealership for almost thirty years. He and Loraine have three grown children who live nearby.

#3 Molly is a single mother with two small children under the age of seven. Molly just graduated from business college and has accepted a new job working in a law office in a city about two hundred miles from where she presently lives with her family. Now, Molly must move her family to a new city and a new life. She is very excited but also feeling anxious about the "big move." The new workplace has agreed to help Molly with some of the moving expenses but will only reimburse her when she turns in the receipts.

#4 Micha and Cole recently ended their ten-year marriage. The couple will share joint custody of four-year-old twins. Micha has been a full-time homemaker but will need to find a job to help meet financial commitments. Micha married Cole just after high school graduation and has no formal training or education. The only steady job she has been able to find is as a salesperson at a local discount store.

#5 Kelli and Nat have a six-year-old daughter who has just been diagnosed with leukemia. Nat is in the military and away from home most of the time. Both Kelli and Nat have several family members who live nearby. They also have a son who is three years old. Kelli enjoys being a full-time homemaker.

Suggested Resources on the Environment

Brower, M. (1999). *The Consumer's Guide to Effective Environmental Choices: Practical Advice from the Union of Concerned Scientists.* New York, NY: Three Rivers Press.

Christensen, K. (1990). *Home Ecology: Simple and Practical Ways to Green Your Home.* Golden, CO: Fulcrum Publishing.

Hayes, D. (2000). *The Official Earth Day Guide to Planet Repair.* New York, NY: Island Press.

Kirkpatrick, S. & Foner, E. (Ed.). (1993). *The Green Revolution: The American Environmental Movement, A Critical Issue.* New York, NY: Hill and Wang Publishers.

Lilienfeld, R.M., & Rathje, W.L. (1998). *Use Less Stuff: Environmental Solutions for Who We Really Are.* New York, NY: Fawcett Books.

Ryan, J.C., & Durning, A.T. (1997). *Stuff: The Secret Lives of Everyday Things (New Report, No.. 4).* Seattle, WA: Northwest Environment Watch.

Schneiderman, J.S. & Schneider, P. (Ed.). (2000). *The Earth Around Us: Maintaining a Livable Planet.* New York, NY: W. H. Freeman & Co.

Shabecoff, P. (2000). *Earth Rising: American Environmentalism in the 21st Century.* New York, NY: Island Press.

Management

Literature Circle Reporting Sheets

Environmental Investigator

Name: ______________________ Group: ______________________

Book/Article: ______________________ Page __________

As the Connector, your job is to find connections between the book and the world outside. Look for examples of environmental issues that are impacting our world today. You may also look for resources being destroyed or preservation practices that could be put into action.

I found the following examples of environmental issues:

I found the following information about resources being destroyed:

I found the following information about preservation practices that could be put into action:

Text Preservationist

Name: ______________________ Group: ______________

Book/Article: ______________________ Page ______

As the word finder, your job is to look for words about environmental issues, resources, and preservation practices. Look for words that are

_____ new
_____ important
_____ interesting
_____ strange
_____ different
_____ hard
_____ funny
_____ scary

When you find an important word that relates to environmental issues, resources, and preservation practices, mark it with a Post-it note and write it down below.

Word	Page	Explanation/Definition/Relation to Environmental Issues/Resources or Preservation Practices
____	________	______________________________
____	________	______________________________
____	________	______________________________

Literature Circle Reporting Sheets, Cont'd.

Awareness Raiser

Name: ______________________________ Group: ____________________

Book/Article: _________________________ Page ________

As the passage picker, your job is to pick parts of the reading that you would like to read aloud to your group. These parts can be as follows:

_____ a part that relates to environmental issues
_____ a part that relates to resources available
_____ a part that relates to preservation practices
_____ a good part
_____ good writing
_____ an interesting part
_____ a scary part
_____ a funny part
_____ a good description

Parts to read out loud:

Page	Paragraph	I selected it because . . .

Environmental Activist

Name: ______________________________ Group: ____________________

Book/Article: __________________________ Page ________

As the Discussion Director, your job is to write down questions about environmental resources, issues, or preservation practices you think your group will want to talk about.

1. ____

____

2. ____

____

3. ____

____

4. Why?

5. How?

6. If . .

Environmental Artist

Name: ______________________ Group: ______________

Book/Article: ______________________ Page ______

As the Artful Artist, your job is to draw about environmental issues, resources, or preservation practices that you read about.

Illustrate your reading below or on a larger sheet of paper.

When your group meets, do not tell them what your illustration is about. Have them discuss your picture. Then you can identify how your illustration relates to the reading.

Literature Circle Learning Log

Name: ______________________________ Date: ______________

The role I played: ______________________________________

Environmental issues, resources, preservation practices I told about:

Questions I have about managing environmental resources:

What I learned about managing environmental resources from discussing this book with my group:

EPA Worksheet

➯ Use this worksheet to record your findings from the Environmental Protection Agency (EPA).

Green Living FACTS

- The average American produces about 4-5 pounds of garbage per day.
- More than half of the landfills in the U.S. have closed in the past ten years.
- Approximately one-third of the garbage in our landfills is packaging (e.g., paper, shrink wrap, bubblewrap).
- Recycling puts less trash in our landfills and incinerators and helps to decrease pollution.
- Recycling conserves natural resources because it reduces the need for raw materials. Paper recycling efforts conserve an estimated 200,000 trees per year.
- Recycling saves anywhere from 95 percent to 64 percent of the energy needed to produce goods from new resources.
- Reusing is taking an item that you were planning to throw away and using it again.
- Buying a recycled car saves four tons of carbon and 700 pounds of pollutants from being released in the air.
- The average office worker in 1989 threw away approximately 180 pounds of paper.
- A human being can live about 2 weeks without food, but only 2 or 3 days without water.
- In many communities around the world, water is a diminishing resource. Just 1 percent of the world's entire water supply is available for human and wildlife use.
- A full gallon of water can run out of your faucet in less than 60 seconds.
- According to the EPA, more than a ton of toxic waste is produced each year for every man, woman, and child in the country.
- If only one percent of car owners in this country left their vehicles home just one day a week, it would save an estimated 42 million gallons of gas a day.
- Major sources of energy depletion are transportation, home heating, air conditioning, hot water, and inefficient appliances, motors, and lighting.

Source: FACTS from Care2 Web site (www.care2.com) and Earth Day Network (www.sdearthtimes.com).

TA 56a
TEKS 6B

Management

MORE Green Living FACTS

Directions: Use this worksheet to find additional Green Living FACTS. You may use the Internet, library references, textbooks, and other resources for information on the effect of environmental neglect on economics, health, safety, and quality of life. Be sure to document where you found the information.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

MORE Green Living FACTS, Continued

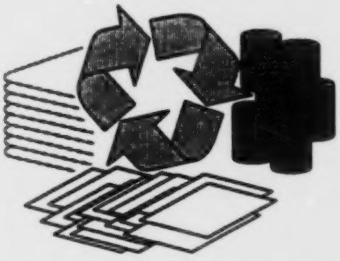
9. ______________________________

10. ______________________________

Of the Green Living FACTS, which statement(s) had the greatest impact on you? What could you as an individual, group, community, or nation do to be a part of the solution?

BENEFITS OF RECYCLING

- RECYCLING FEELS GOOD
- RECYCLING SAVES NATURAL RESOURCES
- RECYCLING SAVES ENERGY
- RECYCLING SAVES OUR ENVIRONMENT
- RECYCLING SAVES DISPOSAL CAPACITY AND COSTS
- RECYCLING IS GOOD BUSINESS



Source: Pennsylvania Department of Environmental Protection

Activity Assessment

Activity:

Criteria	**3**	**2**	**1**
Depth and breadth of research	offers accurate analysis of the major and minor issues surrounding the topic; uses three or more references	relates major facts to the basic topic with fair degree of accuracy; uses two references	provides only minor facts basic to the topic; inaccuracies; uses only provided information (text) as reference
Application of knowledge	demonstrates in-depth understanding of the topic; accurately employs all parts of the information	demonstrates general understanding of the topic; employs most parts of the information with fair degree of accuracy	lacks understanding of topic; employs only the most basic parts of the information; several misconceptions about the topic
Written/Oral communication	presents a well organized presentation; message is easily understood	presents a somewhat organized presentation; message is vague	presentation is unorganized; message tends to wander or ramble and hard to understand
Creativity	imaginative, self-initiated finding and use of resources; extensive originality in presentation	considers provided materials; demonstrates adequate originality in presentation	lacks initiative when finding and using resources; lacks originality in presentation

Self-Reflection: On the back of this sheet, write a paragraph that describes how you can use knowledge gained from this activity in the future.

Adapted from Family and Consumer Sciences Education Association (1994). *How do we know they know?* Publication# A261-08482 ISBN 0-911365-35-4 — Copies Available: FCSEA, Central Washington University, 400 E 8th Avenue, Ellensburg, WA 98926.

Brochure Assessment

Part A: Circle the number that indicates how effectively the brochure meets the stated criteria.

	3	2	1
Quality of Research	Accurate analysis of the research Reliable sources Three or more references used	Fair degree of accuracy Some reliability of resources Two references used	Basic information with inaccuracies Questionable reliability One reference used
	3	2	1
Application of Knowledge	Demonstrates in-depth understanding of the topic Accurately uses information in the brochure	Demonstrates general understanding of the topic Uses research information with a fair degree of accuracy in the brochure	Lacks understanding of the topic Uses only the basic parts of the information; several misconceptions
	3	2	1
Written Presentation	Well organized content Attractive, well-designed format Message is clear and easy to understand Typed or computer-formatted Strong eye appeal	Generally well-organized content Adequate design for format Message is sufficiently understood Typed or computer-formatted; adequate appeal	Unorganized content; hard to follow Unattractive format Message is difficult to understand Handwritten or type lacks neatness
	3	2	1
Creativity	Imaginative; originality demonstrated Graphics that make the work "come alive"	Adequate creativity Some use of graphics that add to the presentation	Lacks originality Few or no graphics used or graphics do not relate to text

Brochure Assessment, Cont'd.

Part B: Write a paragraph that describes how you can use the knowledge gained from this activity.

Source: Adapted from the *Alternative Assessment: A Family and Consumer Teacher's Tool Kit* (1996). Columbus, OH: The Ohio State University, Vocational Instructional Materials Laboratory. Used with permission.

Managing Resources

◆ Everyone has the responsibility to manage their life. People have the power and the privilege to make decisions, set goals, and take steps to pursue those goals. People make choices everyday about the resources they will use to help them reach goals.

Managing one's life requires making decisions that determine the course of their life. Some people choose to just let life happen to them, others exert control over their lives as they determine the purpose of their life and make plans to fulfill that purpose.

Management involves planning, organizing, implementing, and evaluation in order to attain a goal. People manage a number of goals all at the same time. In families, each member has several goals they are working towards. Goals conflict and compete for limited resources. Determining priorities and balancing resources is sometimes easy, sometimes challenging. People vary in their management styles.

Management is a tool for creating change. Management can be used to build a future one dreams of. The management skills of planning, controlling, implementing, and evaluating require training and practice to develop but once acquired, can help individuals take control of their lives. Management involves identifying values, setting goals, establishing a plan, and identifying resources to reach that plan.

Life management is a process in which values, goals, and standards direct one's resource use, through everyday decisions and purposeful actions, to improve the person's quality of life in relation to others. Management is goal directed behavior using decision making, values identification, planning, and organizing to guide resources use to improve the quality of life. The purpose of life management is to establish a pattern of living that satisfies the individuals and assists them in improving the quality of their life without encroaching on the rights of others.

Life management is a continuous process. Life cannot be managed all at once. Many separate decisions of varying importance are made and implemented in response to changing situations. Management decisions are not made at once and then followed throughout life because situations and people change. The cumulative effect of everyday decisions gives meaning to life and shapes one's present and future life.

There are many variables that influence the management process and the use of resources. The complexity of relationships among families and the difficulty of visualizing potential life directions make life management seem at times like putting together a puzzle. Age differences among households, ethnic and cultural differences in community, geographical variances, and social expectations of one's community have an impact on decisions made. In addition to the demand of household and community, the ever changing world with technological and cultural changes makes management seem at times like a balancing act.

Managing Resources, Cont'd.

Satisfactory patterns of living and quality of life are the goals of management. People determine what they want, accept, or consider acceptable in their lives as they establish their pattern of living. Quality of life is a little more difficult to measure, but usually results when a person has a feeling of satisfaction from their environment at a given time. Patterns of living are the continuing way individuals organize their personal relationships, use resources, and relate to their social and natural environments. Patterns of living include the roles and relationships of individuals living together, as well as the images they create through the use of their resources and the environments in which they live.

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TEKS 7A

Management

RESOURCE IDENTIFICATION

Human resources exist inside people. Examples of human resources can include a person's time, energy, skills, talents, knowledge, and interests. A person's attitude, motivation, and creativity are also human resources.

1. What human resources do you have?

2. Why do individuals have their own unique human resources?

STEPS IN DELEGATING

Rules to Remember:

- Delegation is essential and unavoidable.
- Effective communication is vital.
- When and what to delegate, to whom to delegate, and how to delegate are all important questions.

Five Steps to Effective Delegation:

1. Plan before you delegate.
   Determining what to delegate may be difficult. No one can do the job as good as you (or so you may think).

2. Decide to whom to delegate.
   This may be someone who can do the job now or may need to be trained to do the job.

3. Communicate the delegating responsibilities.
   The communication may need to be in writing or repeated orally. Tailor the task to the individual.

4. Follow up.
   Remind yourself when the task is due. Leave no doubt as to what you expect to be achieved.
   Resist the tendency to let jobs be delegated back to you.

5. Reward successful completion.
   Praise is often the most effective reward. Send a thank you note if appropriate. Review the errors and keep a positive approach to future ones. Remember to praise in public and correct in private.

Source: Hart, Larry. (1998). *Five steps to successful delegating.* Atlanta Business Chronicle.

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TEKS 7B *Management*

DIVISION OF LABOR

▲ An alternative to delegating work is to divide it among workers and family members. Delegation involves one or two managers or family leaders determining which workers or family members will do which tasks. Division of labor involves more workers and family members determining which tasks should be done by whom. More employees and family members are involved and results may be more positive.

Division begins with determining priorities. Communication helps a family or organization set priorities. They must decide what is most important to them and put some needs and wants ahead of others. A family or organizational meeting may be called to help family members and workers determine which tasks to delegate. A meeting may provide an opportunity to ask such questions as:

- What tasks or jobs should be done first? last?
- How often should specific jobs or tasks be done?
- What tasks should the most time and attention be spent on?
- Which jobs should be done regularly, thoroughly and promptly, even if it means relying on outside help?
- Which jobs should be done with less time and attention?
- Which tasks should be eliminated if time and energy are short?

After establishing priorities and determining which jobs should be completed and at what time, work can be further divided. The following are suggested methods of diving labor among a household or organization:

- Teamwork — All workers complete some or all tasks together.
- Separate Assignments — Different workers or family members select tasks and perform those tasks on an ongoing basis.
- Rotation — Have people do certain tasks for a specified period. Then, change assignments as the need arises or after an allotted time period has expired.

When dividing labor among family members or members of an organization, keep in mind the age, skills, and strengths of individual workers and family members. Also, consider the preferences and existing responsibilities of each person. Make assignments after discussing skills and abilities to be gained by each person.

Source: Kansas State Department of Education, 1994. *Balancing Work and Family.* Used with permission.

Minding The Gym

On January 1, Miranda O'Flaherty was formally named manager of the Rogers' Gym in a suburb of Chicago. Her boss, Tony Rizz gave her this assignment on her first day: "Miranda, I am putting you in charge of this gym. Your job will be to run it, so it becomes one of the best in the nation. I have a lot of confidence in you, so don't let me down."

One of the first things Miranda did was to hire a program director to handle aerobic classes and other special events. Because this was such an important job, Miranda agreed to pay her program director slightly more than the trainers at the gym. She felt that having someone to work with aerobics and other instructors would free her to handle marketing, sales, and personnel matters — areas she felt were crucial if the gym was to be a success.

Within the week, she received a call from Rizz: "Say, Miranda, I heard you hired a program director to handle the aerobics program and other events. Don't you think that it is a bit risky? Besides, I think paying an assistant more than your top trainer is damaging to the morale of the gym. It sets a bad precedent for the other gyms, and it makes me look like I don't know what is going on in the branches."

Three weeks later, Miranda appeared on a local noontime television show to discuss new trends in fitness. She had worked hard to make contacts with the hosts of the show, and she felt that public exposure like this would increase the visibility of her gym. Although the TV spot lasted only 10 minutes, she was pleased with her performance and with the chance to get public exposure.

Later that night at home, she received another phone call from Rizz: "Don't you know the policy of Rogers'? Any TV appearances made on behalf are to be cleared through the main office. Normally, we like to have representatives from the main gym appear on these kinds of shows because they are more familiar with the latest trends in fitness. It's too bad you didn't notify someone of your intentions. This could be very embarrassing for me."

Just before the end of school, Miranda was approached in the gym by one of the trainers. He was working with a man that wanted to set up two months of summer fitness camp for his children. The camp would require charging a lot for the camp fees. The gym's policy was that only certain amounts could be charged at a time, so Miranda told the man he could only charge the cost of camp for one week for his children.

Later in the day, irate Rizz called again: "What in the world are you thinking about, Miranda? I got a phone call from Gus Sweeny and he said he tried to set up summer camp for his kids at the gym but you wouldn't let him charge the whole summer's fees at once. I certainly hope we have not lost him as a client because of your blunder. This makes me very upset. You've just got to learn to use your head."

Questions:

1. What rules related to delegation were violated by Tony Rizz?
2. If you were an outside management consultant attending the meeting, what advice would you give Tony?
3. What advice would you give Miranda?

Marc and Kena's Dilemma

◆ Marc led a very busy life. After graduating from medical school, he married and was busy pursuing a career and trying to be a good dad to his two children. His wife, Kena worked outside of the home and he and his wife often felt role overload. Many tasks were expected of him in his roles as a dentist, husband, and father. Although his wife cooperated and they shared tasks involved in child and home care, she was busy with her own career as a seminar leader and public speaker. Her job often took her out of town overnight. Marc's role as a single parent on those nights proved especially challenging. How different his life was now from the environment he was raised in. Although his dad helped care for the house in many ways, the final responsibility for a clean, well-decorated home and clean, well fed, and cared for children ultimately fell on his mother's shoulders when he was growing up. Marc and Kena knew that in order for them to have a harmonious household, they must communicate, schedule carefully, learn efficient housekeeping methods, and develop a strong support system.

Marc and Kena often discussed their household strategy at dinner and sometimes they even had family meetings with their children to further discuss how they could get the housework done in a fast, fun way so they could spend time together doing the really fun stuff. When they talked together as a family, everyone talked about how messy their rooms were and how they could best clean them. They realized they also had to clean bathrooms and the kitchen and get the laundry done. Everyone in the family had a job they hated and a job they really like. As they talked, they made plans about who should clean what rooms. Usually, everyone was able to clean the rooms they liked to clean and get someone else to clean what they hated to clean. Sometimes, though, when there was too much fighting about cleaning jobs, Marc and Kena made a chart or put jobs in a coffee can and had everyone draw a task. After everyone knew the job they were responsible for, Marc and Kena talked about how clean they expected things to be. The parents often supervised the children as they cleaned and taught them faster and better ways to get the job done. Marc and Kena made sure their kids did not tackle cleaning jobs that were too hard or unsafe for them.

Their children were learning valuable lessons about how to clean, plus they were learning from their parents the satisfaction that comes from a job well done. Marc and Kena were always picking up helpful tips about home care and efficient cleaning methods from television, the Internet, and their parents. Kena had learned some things about cleaning in a counter clockwise or clockwise direction, staying focused on one room before moving to another room, keeping cleaning supplies stored in a bucket in a central location in the home, and many other tips on efficient cleaning techniques from some of the seminars she attended.

Family meetings helped decide what jobs to be done, supplies needed for the job, and standards of cleanliness that had to be achieved before the job was considered finished. Marc and Kena and their children loved these family meetings because everyone contributed so much to the family and felt so good about what they had to give to each other. Since Marc and Kena were so busy, they had to communicate a lot

Marc and Kena's Dilemma, Cont'd.

about schedules. The family meetings also include putting activities on the calendar that was kept posted on the refrigerator. Marc and Kena talked about who would provide transportation to sports and social events of the children on times when the parents were out of town or working late. Marc and Kena were lucky to have a good support system of neighbors, grandparents, aunts, and uncles to help them take care of the children. Sometimes they paid workers to care for the children or clean house during special times in the family.

All in all, Marc and Kena were enjoying a harmonious family life because they were able to communicate well, schedule carefully, use efficient home care methods, and develop a strong support system.

Management Strategies

Directions: Take on the roles/lives of the family members in the case study. Assume you are living their lives. Go through the management process to assist the family in managing their resources of time, energy, money, skill, knowledge, and attitudes. Help them manage their home more effectively.

Discuss and answer/complete these questions:

1. What resources are available to each family member?
2. What are the goals of each family member?
3. What changes would you make in the strategies for resource management in order to manage the home more effectively?

➾ Communication

1. How would you assess the communication within the family at the present time? What is your criteria for this assessment?
2. Identify topics/concerns you think the family needs to communicate about. Be specific.
3. When would be a good time for them to plan/schedule their family communication and planning time?
4. Would written communication help the family operate more efficiently?

➾ Establishing Priorities

1. Identify the priorities of each member of the family and of the family as a group.
2. Set priorities for the family to make it more cohesive. Be specific.

➾ Division of Labor

1. Who does most of the household labor now?
2. How should the family divide the labor?

Management Strategies, Cont'd.

3. Are there jobs/tasks that could be delegated? Which ones?

4. Are there jobs that could be eliminated? Which ones?

☞ Scheduling Systems

1. Make a calendar of events.

2. Schedule household tasks and family events for one week. Write in times who is responsible for what, etc. Include all family members.

☞ Managing a Support System

1. What support system does the family presently have?

2. What are some support systems they could establish?

☞ Using Efficient Cleaning Methods

1. What are some cleaning methods that could be implemented for the family?

2. What are some benefits for this family if they can adopt strategies to better manage their resources?

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TEKS 8A

Management

How Many Roles Do You Juggle?

Directions: Individuals play many roles in their lives. Listed below are roles one may assume throughout their life. Place a check in the blanks beside the roles you assume at the present time.

_____ son/daughter
_____ friend
_____ club/organization member
_____ parent
_____ volunteer
_____ brother/sister
_____ niece/nephew
_____ grandmother/grandfather
_____ stepmother/stepfather
_____ student
_____ employee
_____ husband/wife
_____ boyfriend/girlfriend
_____ team/team member
_____ granddaughter/grandson
_____ cook
_____ chauffeur
_____ citizen
_____ boss/employer
_____ others (Please list.)

Questions:

1. Which of these roles do you consider to be your most important role?

2. Which of these roles will you probably retain throughout life?

3. Which roles do you think your parents would identify as your most important role?

How Many Roles Do You Juggle?, Cont'd.

4. If you do not live with your parents, which role do you think the person you live with would identify as your most important role?

5. Do you ever have a difficult time balancing or juggling roles in life? Do you ever struggle with which role to assume at a given time?

6. Which roles do you struggle with? Why?

7. What are some solutions you use to help you assume more than one role at a time?

Source: *Effective Management of Multiple Roles: Family and Work*, The Home Economics Curriculum Center, Texas Tech University

Terms Related to Roles

➪ Role

a role is a set of behaviors which are encouraged and expected of an individual in a given social position at a given time

➪ Given role

a given role is one you automatically acquire, such as becoming a son or daughter at birth

➪ Chosen role

a chosen role is one that is deliberately selected, such as choosing to marry and become a husband or wife

➪ Role model

role models are the people you learn from

➪ Role expectation

the behavior you expect from someone in a certain role

➪ Stereotype

a standard idea about the qualities of behavior of a particular category

➪ Role conflict

disagreement over role expectations

Personal Web Page

Roles I have been given to assume:
Some of my behaviors in these roles (optional):

My Role Models:

Ways they act:

Me Incorporated
Welcome to my home page!
My name is:
My family calls me:

Role conflicts I currently experience:

Roles I have chosen:

The Life Span

Childhood

Prenatal ______________________________

Infancy ______________________________

Early Childhood ______________________

Middle Childhood _____________________

Adolescence

Early Adolescence ____________________

Middle/Late Adolescence ______________

Adulthood

Early Adulthood ______________________

Middle Adulthood _____________________

Late Adulthood _______________________

Examples of Roles Throughout the Life Span

Roles	Childhood			Adolescence		Adulthood		
	Infancy	Early Childhood	Middle Childhood	Early Adolescence	Middle/late Adolescence	Early Adulthood	Middle Adulthood	Late Adulthood
Family Roles								
Relationship Roles								
School Roles								
Community Roles								
Career Roles								
Other Roles								

Management

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Roles I May Assume Throughout the Life Span

Roles	Childhood			Adolescence		Adulthood		
	Infancy	Early Childhood	Middle Childhood	Early Adolescence	Middle/late Adolescence	Early Adulthood	Middle Adult-hood	Late Adulthood
Family Roles								
Relationship Roles								
School Roles								
Community Roles								
Career Roles								
Other Roles								

In Another Role

Directions: Assume the role of another person within the life span for twenty-four hours. Write about the responsibilities and rewards of assuming that role.

Types of Family Structures

Traditional or Nuclear family

A married couple and one or more children

Single-parent family

One parent, either the mother or the father, and one or more children who all reside together. Single parents may be divorced, widowed, unmarried, or abandoned.

Blended family

A married couple, their children, and their children from previous marriages

Childless couple

A married couple without children

Multigenerational household

Nuclear, single-parent, blended, childless, or foster families, plus other relatives, such as grandparents, aunts, uncles, and cousins, who reside together

Foster family

Families who provide care for children when their parents are unable to care for them

Single Person

Single adult living alone

Impact on Family Life

#1
Jon is a single parent with one child, Jamie, age four. The company Jon works for has grown so much in the past year that they are adding extra work hours in the early morning. Jon must be at work at 6:00 a.m. Jamie's child care center does not take children until 7:00 a.m.

#2
Jack and Kara have three teenage children. None of the children drive yet. Jack and Kara believe in being involved in their children's activities and make sure that they attend all of the events. In addition to working during the week, both parents often have to spend time at work on the weekends to take care of additional details. Since the family is seldom home, the house is often a disaster, with laundry piled high, dishes stacked in the sink, and dust on furniture and floors.

#3
Allison recently started dating Dean. Allison used to spend a lot of extra time at work. Since her social life has become more involved, she is working less hours and having less time to fix up her small house in a historic neighborhood in the town where she lives. Her boss is wanting her to work more hours. She often thinks about where her relationship with Dean is headed.

#4
David's grandmother is in poor health. She is currently living alone but has difficulty caring for herself. She also lives in a high crime neighborhood and David fears for her safety. David and his wife Maria are considering options available for her care.

#5
Xi and Mia's preschool son, Kim is at the stage of many childhood diseases. He has had chicken pox, mumps, and strep throat during the past few months. Kim cannot go to the child care center when he is sick, so Mia has had to miss work to stay home with him. She has just started a new job and is trying to do some of the work at home. However, she is constantly interrupted by her child and other demands. She is feeling frantic and is worried about losing her job.

#6
Alex and Patrice have two preschoolers, Mandy and Mick. Alex's job is in construction and the industry is booming. Alex must often work twelve hour days to keep up with the demand. He dislikes getting home after dark, because he is unable to eat with his family at the evening meal or play with the children before they go to bed.

Management

Ways That Family, Community, and Work Affect Each Other

Directions: Listed below are everyday challenges in family, community, and work life. If the occurrence affects family life, place a "F" in the blank. If the occurrence affects work performance, place a "W" in the blank. If the occurrence affects community life, place a "C" in the blank. Try to place only an F, C, or W. Write short notes at the end of the challenge to support your choice. Discuss your reasons with the class or your group.

_____ Finding quality child care
_____ Having time for self
_____ Budgeting for household taxes
_____ Stress, frustration at not having time to accomplish required tasks at home
_____ Low salary
_____ Insufficient employee benefits
_____ Required to work too many hours per week
_____ Over scheduled family calendar
_____ Disagreement with spouse
_____ Job requires out of town travel
_____ Disagreement with employer or coworkers
_____ Divorce or separation
_____ Low partner support
_____ Death of a family member
_____ New personal relationship
_____ Poor health of a family member or self
_____ Working conditions that pose health risks
_____ Caring for aging parents
_____ Relocation
_____ Children leaving home for college
_____ Financial overload
_____ Difficulty finding adequate child care
_____ Rebellious teenagers
_____ Lack of adequate leisure time or activities
_____ Lack of time and money for family fun
_____ Lack of time for family discussions about household chores
_____ Household management problems (not everyone helps with household chores)
_____ Problems handling emotions, such as anger
_____ Uncooperative family members
_____ Lack of time for leisure activities individually or as a family

Adapted from: Kansas State Department of Education, 1994. *Balancing Work and Family*. Used with permission.

Ways That Family, Community, and Work Affect Each Other, Cont'd.

1. How difficult was it to decide whether to write F, C, or W?
2. What is the impact on work if you cannot find quality child care?
3. What happens to you at work if you do not have adequate leisure time?
4. What is the impact at home if you do not have an adequate salary?
5. Discuss the impact of the occurrences listed.
6. What do you think is the worst thing that could happen at home that would impact your performance?
7. What do you think is the worst thing that could happen at work that would affect your family life?

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TEKS 8F *Management*

Balancing Work and Family Experiential Activity for Teachers

▲ This activity is a simulation of the tasks involved in balancing work and family. Students will be required to go to work at various tasks around the room, then come home (back to their space at the table or back to their desk) and complete tasks involved in home care. They will earn money in the form of sheets of paper, which they will roll up into "Lincoln Logs" and use to build their house. Students may decide to live by themselves, with a group of students, or as a couple. It may require more than one class period to allow students to fully experience the challenge of balancing work and family. Students may be encouraged to budget their "paycheck" and use it for more than just building their house.

After working for a selected period of time (five minutes or less) hand students their "paycheck." Give students a selected number of sheets of white or colored copy paper. You may give students one sheet for each thirty seconds they worked or decide on another exchange rate. After work, students go to an assigned place at a table. If students are working in groups, they should stand beside their group members, if working individually, they should stand at their place alone. Students should take their paycheck and roll it into logs (like Lincoln logs) and tape them together to build a house. It will take several days of work to obtain enough supplies to build a house. Allow students about five minutes at home at a time before the whistle blows to return to work. This experience helps students determine tasks involved in balancing time at work and time at home. If students are late to work, their pay should be "docked." If they do not spend enough time at home, their relationships and home building will suffer. Encourage them to evenly distribute energy, attention, and time between home and work.

Students may choose, be assigned or draw their profession. Suggested professions and suggested locations in the room and duties are as follows:

Profession	location	Duties
Retail sales	Refrigerator or other large appliance	Clean appliance, read use and care manual, and be able to "sell" the appliance.
Fashion Industry	Laundry area	Wash and fold laundry, and make sketches of garments or other activities related to care and design of linens, garments.

Balancing Work and Family Experiential Activity for Teachers, Cont'd.

Profession	location	Duties
Chef	Kitchen	Prepare food, clean kitchen
Manager	Throughout room	Supervise, train, and motivate workers in other professions
Entertainer	Radio/CD player	Select music for workers, give a news/weather/traffic report
Artist/Interior Designer	Chalkboard	Draw pictures on the board
Janitor	Throughout room	Sweep, dust
Accountant	Table	Count out sheets of paper and give to workers for their paycheck

Balancing Work and Family Experiential Activity for Students

▲ Today you will be involved in a simulation of activities aimed at helping you experience the challenges of balancing work and family.

In addition to creating a place to shelter your family, you will be required to put in an honest day's work at the profession you draw. You will begin each day at "home" on your table or desk sized plot of land. When the alarm goes off in the mornings, you need to straighten up your house, prepare for work, and travel to work.

When you go to work, you will report to one of the following locations, depending on your profession:

Profession	location	Duties
Retail sales	Refrigerator or other large appliance	Clean appliance, read use and care manual, and be able to "sell" the appliance
Fashion Industry	Laundry area	Wash and fold laundry, make sketches of garments or other activities related to care and design of linens, garments
Chef	Kitchen	Prepare food, clean kitchen
Manager	Throughout room	Supervise, train, motivate workers in other professions
Entertainer	Radio/CD player	Select music for workers, give a news/weather/traffic report
Artist/Interior Designer	Chalkboard	Draw pictures on the board
Janitor	Throughout room	Sweep, dust
Accountant	Table	Count out sheets of paper and give to workers for their paycheck

Balancing Work and Family Experiential Activity for Students, Cont'd.

At the end of each workday (when the whistle blows), you will return to your happy home. On your way home from work, you will stop and pick up your paycheck from the accountant. The accountant will verify the time you have worked and you will receive one sheet of paper for every thirty seconds worked (another rate of exchange may be used).

At home, you will communicate with your spouse or roommates and work together to build your house. Some students may live alone. To build your house, roll the paper you received for your paycheck into logs (similar to "Lincoln logs"). Tape the logs together and build your house. You will have five minutes at work, before the whistle blows to end the work day. When your house has walls and a roof, you will be able to use your paycheck to purchase furnishings, etc. for your home.

As this activity progresses, attempt to balance your energy and time between work and home. Out of balance expenditures of energy and time at home may lead to being late to work (your pay will be "docked" if you are late). Too much time and energy devoted to a job may lead to broken relationships or an inefficiently constructed house.

As you participate in this activity, be aware of how work impacts home life and home life impacts work life. If you are able to communicate well at home and work, your life may operate smoothly and you may have a successful home life and successful work life. If you do not like your job or if you cannot communicate well and agree on home building procedures, your work life may suffer.

Effects of Community and Career Roles on Personal and Family Life

➾ Consider the examples below of conversations with people who know what their career goals are but have not considered the impact of such career choices on personal and family life.

Kel was walking with me after school and began telling me he was thinking about dropping out of school. He was pleased with his job bussing tables at a local restaurant and he felt like he had all the education he needed. After talking for a while, I asked him if he planned on getting married someday. When he said yes, I asked him what kind of life he hoped to provide for his future family. He related that he did not want his wife to have to work and he wanted his children to have lots of things his parents could not afford for him. Kel was not planning his future with a family in mind.

Deanna was about to graduate with a degree in exercise physiology. She was telling me how excited she felt about the career opportunities in her field. She was looking forward to working for a corporation that would encourage employees through fitness programs and educational opportunities to live healthier lives. Deanna's hours would be flexible and probably involve night classes. She also thought she would be required to travel between plant locations and set up programs for employees at various plant locations. When asked about her future family, Deanna replied she would like to have two or three children and be able to stay at home much of the time and nurture her children just like her mom had been able to do for her and her sisters.

Kirk was in the first phases as a medical doctor. I asked him how his marriage was handling the stress of his profession. As a doctor, he worked long hours and was on call every other weekend. His spouse had come to resent his work and his job was causing problems in his marriage. I asked him if he had ever explored the impact his career might have on his family and he said he might have reconsidered becoming a doctor if he had been asked to envision his future long hours at work.

Teri and Jim were two high school sweethearts who had been pursuing careers on different coasts. They had been successful in their careers. Their common bond of growing up in the same neighborhood has helped their marriage survive the stress of only seeing each other on every other weekend. Since they had both chosen very specialized fields, their career options were limited to geographic areas that have companies in need of their expertise. Recently the couple has decided they want to have children. As they ponder the fact that one of them must either give up their career or see very little of their new baby, they feel shock and resentment. When asked if they had considered what job changes would occur with the addition of a new baby, they said they both love their job and admit they did not spend enough time discussing children when choosing careers and planning a marriage.

Name ______________________________
Class Period ____________________

Reading Assignment

1. Source of Reading: Attach a copy of the article. As you read, underline or highlight the important information.

2. Using the information in the article, write one (1) question beginning with the word *Who*.

(1) Who____
____
Answer:

3. Using the information in the article, write two (2) questions beginning with the word *What*.

(1) What____
____
Answer:

(2) What____
____
Answer:

4. Using the information in the article, write one (1) question beginning with the word *Where*.

(1) Where____
____
Answer:

5. Using the information in the article, write two (2) questions beginning with the word *When*.

(1) When____
____
Answer:

(2) When____
____

Reading Assignment, Cont'd.

Answer:

6. Using the information in the article, write one (1) question beginning with the word *How*.

(1) How____

____

Answer:

7. Using the information in the article, write two (2) questions beginning with the word *Why*.

(1) Why____

____

Answer:

(2) Why____

____

Answer:

8. Select and define three (3) good vocabulary words from the article.

(1)

(2)

(3)

***Be sure that your questions and answers are relevant!**

Management Quotes

"To love what you do and feel that it matters — how could anything be more fun?"
—*Katharine Graham*

"It has begun to occur to me that life is a stage I'm going through."
—*Ellen Goodman*

"The name we give to something shapes our attitude toward it."
—*Katherine Paterson*

"The only management practice that's now constant is the practice of constantly accommodating to change."
—*William G. McGowan*

"I believe we would be happier to have a personal revolution in our individual lives and go back to simpler living."
—*Laura Ingalls Wilder*

"Everything should be made as simple as possible, but not simpler."
—*Albert Einstein*

"Happiness is not a station to arrive at but a manner of traveling."
—*Margaret Lee*

"I have learned one important thing in my life — how to begin again."
—*Sam Keen*

"Even if you are on the right track, you will get run over if you just sit there."
—*Will Rogers*

"How we spend our days is, of course, how we spend our lives. There is no shortage of good days. It is good lives that are hard to come by."
—*Annie Dillard*

"Always bear in mind that your own resolution to success is more important than any other one thing."
—*Abraham Lincoln*

"Don't just grab the first thing that comes by . . . . Know what to turn down."
—*Will Rogers*

"If you let decisions be made for you, you'll be trampled."
—*Betsy White*

"Time is the scarcest resource, and unless it is managed nothing else can be managed."
—*Peter Drucker*

"To keep a lamp burning we have to keep putting oil in it."
—*Mother Teresa*

"A house is no home unless it contains food and fire for the mind as well as for the body."
—*Margaret Fuller*

The Balancing Act

▲ Matt was suffering from role overload. Ever since he had been married, he and his wife had been taking care of their two small children by themselves. In addition to trying to build a successful business, he was also trying to be a great father and husband and still have time to exercise. His wife was struggling with the same overload problems. They thought about going away together for several days, but the thought of making child care arrangements and packing, plus the chores they have to return to quickly made them decide to just try to muddle through.

Matt and his wife, Leah, were becoming increasingly unkind to each other just because they were both so tired. Matt and Leah decided to talk to others for help. As they began to talk to some of their friends whose children were older, they began to realize that they would not be so busy all of their lives. Soon, their children would not need so much care. Their friends encouraged them to set priorities and determine what was really important to them. One night while putting the children to bed, Matt and Leah began talking about how busy their work lives were. As they talked, they realized they could cut back just a little on the amount of work they were doing and take one afternoon a week off. They decided to do this because each agreed that their children were more important to them than seeing a few extra clients or giving a few extra speeches. They decided that time to rest and spend together with each other and their children was a higher priority than working all the time. Each of them also decided that they could give up some of their clubs and organizations they were active in until the children got in high school. As they talked more, they realized they were making lots of tradeoffs, like eating out at fast food places instead of having healthy meals at home. Neither one liked this tradeoff, so they decided to hire some help with the housekeeping so the two of them could spend their afternoon off grocery shopping and running errands together.

Another important thing they decided was to begin to slowly teach their children how to care for their toys and clothes. At the end of the day, before reading to the children, they decided they would have the kids pick up their toys and put them in baskets or on the closet shelf. They knew it would take time and effort to teach the children to be responsible for their own things, but they felt it was important to begin now to train their children to take part in household tasks.

Finally, Matt and Leah ended their talk by deciding to look for and develop a support group of friends who could help them care for the children, so they could go out once or twice a week. They knew they would have to pay for some of this help, but they had already joined a babysitting group at their church and were looking forward to getting to know the other young couples in the group and trading off babysitting.

Matt and Leah felt a little less overloaded as they talked and realized they were doing a great job of sharing the roles of parent and homemaker. They began planning their first evening out in a long time.

Management of Multiple Roles

◆ The society of the 21st century is complex. Men and women are faced with the challenge of managing the roles of spouse, parent, community member, and wage-earner. Family leaders realize that role sharing, role flexibility, and development of support systems are needed to enjoy a desired pattern of living. More fathers are sharing the responsibility for household chores and child care and more mothers working part-time or full time are examples of role sharing and role flexibility. As couples try out new ways to handle work and family responsibilities, they discover that moving away from traditional roles is uncomfortable to them and may result in criticism and pressure from those close to them. Support and communication are necessary to help family leaders manage their roles.

Many individuals have no difficulty accepting multiple roles that are necessary because of a changing employment and family structure. Some individuals readily accept family members sharing both employment and homemaker roles. These shared roles may be referred to as integrated or egalitarian roles. Role integration is the lessening of the distinction of work roles for males and females. Role integration allows family members, regardless of sex, to do what needs to be done to maintain a positive, stable family life. Integration of roles is more likely to be successful when each partner discovers and uses their strengths and interests. Communication and mutual support are needed to make role integration successful.

If role adjustments are not made, productivity at home and work can be affected. Lack of role adjustment can lead to frustration and dissatisfaction with family life. Persons must learn to balance the needs and responsibilities of their roles as an individual, a family member, and an employee. Each area may be competing with the others for time and energy.

Strategies for Resolving Role Conflicts

Specific strategies that can help maintain a balance between individual, work, and family life are:

- **trade offs** — behaviors, activities, and responsibilities left undone to fulfill others. Making a trade off means deciding or being forced to spend time and energy on one activity over another and thus giving up another activity permanently or temporarily.
- **role priorities and role sharing** — clarify roles and decide which one is most important and how much time and energy to give to each one. Role sharing prevents role overload for one family member. It may occur with children who benefit by gaining a broader base of skills, developing independence, and gaining more nurturance from the parents. With role sharing, personal standards and expectations may have to be adapted. For example, standards for a "clean" home may have to be altered. Extended family members, aides, house cleaners, and service people may have to assume some of these tasks.
- **role sharing success** — Give a task to someone, give instruction, monitor results, and change expectations of results of the completed task.
  Treat spouses as partners in management and communicate expectations and appreciation.
  Clarify the difference between helping out and taking responsibility.
  When one owns the task, they take the responsibility of carrying it out.
  Teach children a wide variety of skills needed to maintain a household, do not rely on traditional gender role expectations for children.
  Allow time for training and transition when delegating new roles to family members.

Management of Multiple Roles, cont'd.

Recognize that children gain valuable skills when they are given responsibility for their own upkeep and share roles for family tasks.
Realize that "no" and "wait" may have to be said to allow time for rest. It is only human for family members to expect everything to be done by the person who's always been doing it before and to not appreciate the doer.
Review priorities and standards. Consider relationships versus household needs. Standards may have to be lowered to encourage ownership of tasks and develop self confidence in the doer.
Communicate family priorities and expectations and standards often.
People often have questions or concerns when changes are made. Part of being a "change agent" is being a teacher and helping family members realize how certain role sharing ideas are beneficial.

- **support** — Social support involves feelings of esteem, love, respect, and belonging we get from family, friends, co-workers, community, and society. These sources become one's social support network.
  At times of stress or change, social support networks can be helpful in helping one cope with changes.
  Helpful support may come from family and peers facing the same challenges.
  Social support networks and the esteem, support, and respect they furnish are helpful in making difficult changes in role fulfillment.

Source: Kansas State Department of Education, 1994. *Balancing Work and Family*. Used with permission.

What's Wrong With This Picture?
or
Mission Impossible

The setting: Home of Kirk and Amy Warren (Anytown, USA)
The time: Friday, 7:00 p.m.
The family: Kirk, mechanical engineer
Amy, retail sales
Wade, their son, 9 years old
Lindsey, their daughter, 11 years old

Amy comes dragging into the house with a couple of bags of groceries and clothes from the dry cleaners. She is exhausted from her job as manager of a clothing store. It has been a very long week. The last thing she wants to do is prepare dinner. She would much rather sit down and relax. She looks around for Kirk or one of the children to help her with the groceries or the dry cleaning. Amy just came from the grocery store and she is still undecided about what to prepare for dinner. Maybe, they will just have sandwiches or that chicken casserole that is still in the freezer.

Amy puts away the groceries, arranges carrots and celery sticks on a tray with dip and heads to the living room, stopping to take off her jewelry on the way.

Kirk is softly strumming his guitar in between rounds of Nintendo with Wade. On the floor next to Wade, his entire Lego collection is spread out, awaiting the building of a new creation. From upstairs, Amy hears Lindsey calling and asking for help with her jewelry-making endeavor. Amy sets down the vegetables and glares at her husband.

Wade: Mom, what's for dinner? Did you remember to get me some new map colors for school? Did you remember that I am suppose to take canned goods to the Boy Scout meeting tomorrow morning?

Amy: No, I was swamped at work today. I did not even have time to look up. I know you wrote me a note about it last night, but the list got lost somewhere in my purse with the bills to be mailed. I will go to the arts and craft store tomorrow during lunch. What were you planning to build with your Legos? Please remember to pick them all up before tomorrow night. We have company coming over, remember?

Wade: Oh, and Mom, I forgot. I also need some other things for school. Let's see, I need some notebook paper and some pocket folders. Uh, Mom you were going to bake brownies for the Boy Scout meeting.

Kirk: Enough, Wade! Sounds like you have got your mom overloaded again with jobs to do.

Amy: We'll take care of all of it, Wade. I'll need your help with the brownies. Kirk, how was your day?

Kirk: There's talk around the office of another sell out. Another company is supposed to be putting in a bid to purchase our division of the company. There is a lot of grumbling. I am sick of these trading and buyouts. What do you think I should do? Should I try to find another job?

Amy: Kirk can we talk about it some other time? I mean, I can't worry about something like a career change when we have all these bills to pay. It's after six, dinner isn't started and I have to design a new store window for the fall merchandise. Wade needs school supplies and this is the fifth time Lindsey has called for help on her jewelry creations. I'm reaching overload fast!

What's Wrong With This Picture?
or
Mission Impossible, Cont'd.

Kirk: Okay! We'll save it for next weekend. We are still going away to the mountains for a few days, aren't we?

Amy: Have you found somebody to stay with the kids while we go? I'm certainly not going to have any time soon to call and arrange for someone to stay with them next weekend.

Kirk: That's just great. It seems like our relationship is always last on the list. If I don't get to go fishing soon and have some time to spend with you, I'm going to reach my overload point!

Amy: Well, maybe we can talk to your parents about staying with the kids when they come over for dinner on Sunday. By the way, what are we going to fix? Can you pick up some steaks and propane for the grill tomorrow?

Kirk: I was planning to play golf all day. Maybe you can get them after work.

Amy: Sure, along with taking the dog to the vet and getting ready for your evening with the guys at our house. No problem, is there anything else you would like me to do tomorrow? Heaven forbid I should have a little quiet time for myself.

Kirk: Okay, I'll take care of the steaks and propane for Sunday. Now, what about Lindsey? Can you help her or should I go up?

Amy: I think Lindsey can come down here and talk to us while we get dinner started. Will you go up and get her?

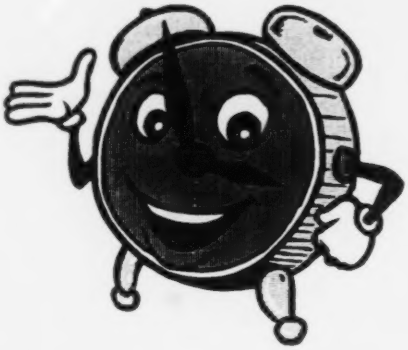
Lindsey enters the room, catalog in hand and asks for help with her latest entrepreneurial jewelry making creation.

Lindsey: Dad, I can't get the computer to print again. Mom, would you go next door tomorrow and get a new printer cartridge on your lunch hour? I've got to have this catalog finished by Monday. Oh, and Mom, we need to go to the craft store tomorrow night and get some more supplies. I'm out of beads and....

Amy: That's it!! I can't do another thing on my lunch hour. If I don't get some time to sit down and eat a quiet meal and just rest, I'm grouchy with my employees and no one at work is happy. Something will have to give tomorrow. Kirk, you had better plan on playing golf just in the morning and getting the kids' needs taken care of in the afternoon. I'm not doing another thing until I take care of myself. I'm putting everyone on notice that I'm going out with the girls tomorrow night. You can all take care of yourself. Lindsey, you can either go with me, or stay here and fix snacks for your dad's friends. Wade, if you want a friend to stay tomorrow night, you will have to clean your room, the kitchen, and bathrooms tomorrow. If I come home from work tomorrow and the house isn't clean, no friends can come over. Lindsey, you can help Wade with the cleaning. Now, everyone in the kitchen to help with dinner. We can make a list to post on the refrigerator as we make dinner. Let's go! Kirk, bring your guitar and play some relaxing dinner music, my nerves are shot!

Effective Stress Management Techniques

▲ The goal in stress management is to reduce or eliminate stress. Stress management techniques help individuals learn to deal with difficult situations. Some techniques for stress management include:



- Learn to manage time wisely in order to be productive.
- Find the most efficient way of doing things.
- Avoid overload or doing too much at one time.
- Delegate work to others when possible.
- Prioritize tasks and deal with them one at a time.
- Reward oneself for completing or reaching a goal.
- Take breaks and do something different for five minutes. Getting away from a problem for a short while allows a person to return feeling more refreshed.
- Learn to relax by breathing deeply. Allow ten seconds to inhale and ten seconds to exhale.
- Exercise for thirty minutes a day, three times a week. Exercise helps the mind and body feel more relaxed and enables a person to deal with a situation in a calmer and more sensible manner.
- Express feelings of concern to a friend, family member, co-worker, or counselor. Talking to others may help a person perceive a problem differently or find a solution.
- Think positively and realistically to avoid worrying about things that cannot be changed.
- Make time for fun. All work and no fun creates additional stress.
- Avoid self-medication or prescribing medication for oneself without either a prescription or the advice of a physician for using that particular drug. Self-medication may temporarily relieve the symptoms of stress but will not remove the stress; in fact, it will succeed only in making problems worse than they are already.
- Recognize personal limits to avoid overextending oneself.
- Sleep seven to eight hours per day. Being rested enables one to handle stressful situations more calmly.
- Maintain a nutritious diet. Healthy people are able to cope with stress better than those who are not.

STRESSED TILL YOU POP!
BALLOON EXERCISE

▲ Each of you have been given a balloon which you will use to demonstrate what life's stresses and conflicts can do to us. Begin by stretching out your balloons a little. This will help you work out some of the stresses and conflicts you are experiencing right now.

As each statement is read, if that statement applies to you, blow a puff of air into your balloon. After each puff, hold the air in the balloon. Do not release the air.

Blow into the balloon if this applies to you:

1. In the U.S. we consume 155 tons of aspirin a day because of stress, conflicts, and illnesses. Blow one time if you took an aspirin or other pain killer today. Blow several times if you have taken several pain killers this past week.
2. National and local news is often depressing. If you listened to the news or read a newspaper yesterday, blow into your balloon. If you did both, blow twice.
3. Stress related illnesses fill doctor's offices. Blow in your balloon if you have someone in your immediate family with an illness.
4. In the last week if you were involved in a conflict with your parents, blow once. If you were involved in a conflict with a sibling, blow twice.
5. In the last week if someone at school was too slow in making a decision and that caused stress, blow once.
6. In the last week you went to a class unprepared and weren't sure what would happen as a result of your unpreparedness. Blow once.
7. In the last week you had a test in a class. Blow once for each test.
8. In the last week you forgot to do something that was important to you or others. Blow.
9. In the last week you had a major class project due. Blow.
10. In the last week someone at school drove you crazy for whatever reason. Blow.
11. In the last week someone "ran over you," took control of a situation and was totally oblivious to your feelings and how it affected you. Blow.
12. In the last week you got irritated with a friend or family member who is always enthusiastic and wants you to be that way also. Blow.

STRESSED TILL YOU POP! BALLOON EXERCISE, CONT'D.

13. In the last week one or more people created a difficult or stressful situation for you. Blow.

14. Your teacher/parent/supervisor had to visit with you about a problem. Blow.

15. In the last week you had a disagreement with a friend/girlfriend/boyfriend. Blow.

16. In the last week you felt under a great deal of time pressure. Blow.

As you can now see, you have a big problem that needs attention. You can also see that some of us have more problems and stresses in our lives than others.

We have choices about how we handle the conflicts and stresses in our lives.

We can either blow up and strike out at others (pop balloon).

We can let all of our air out and be totally out of control.

We can gradually let things air out and hope the conflict eventually goes away without much intervention or action from us.

We can face a conflict and handle it in a constructive manner, letting off the appropriate amount of steam/emotion, and then go on with the business of living with enough confidence inside to sustain us until the next conflict or stress hits.

You have a choice to make, think of one of your most recent stresses or conflicts, at work or at home or school. How did you handle the conflict or stress? Release the balloon in the most appropriate way to indicate your reaction to that conflict/stress.

Source: Kansas State Department of Education, 1994. *Balancing Work and Family*. Used with permission.

Situations for Effective Communication

Family	Community	Work

IMPROVING YOUR COMMUNICATION SKILLS

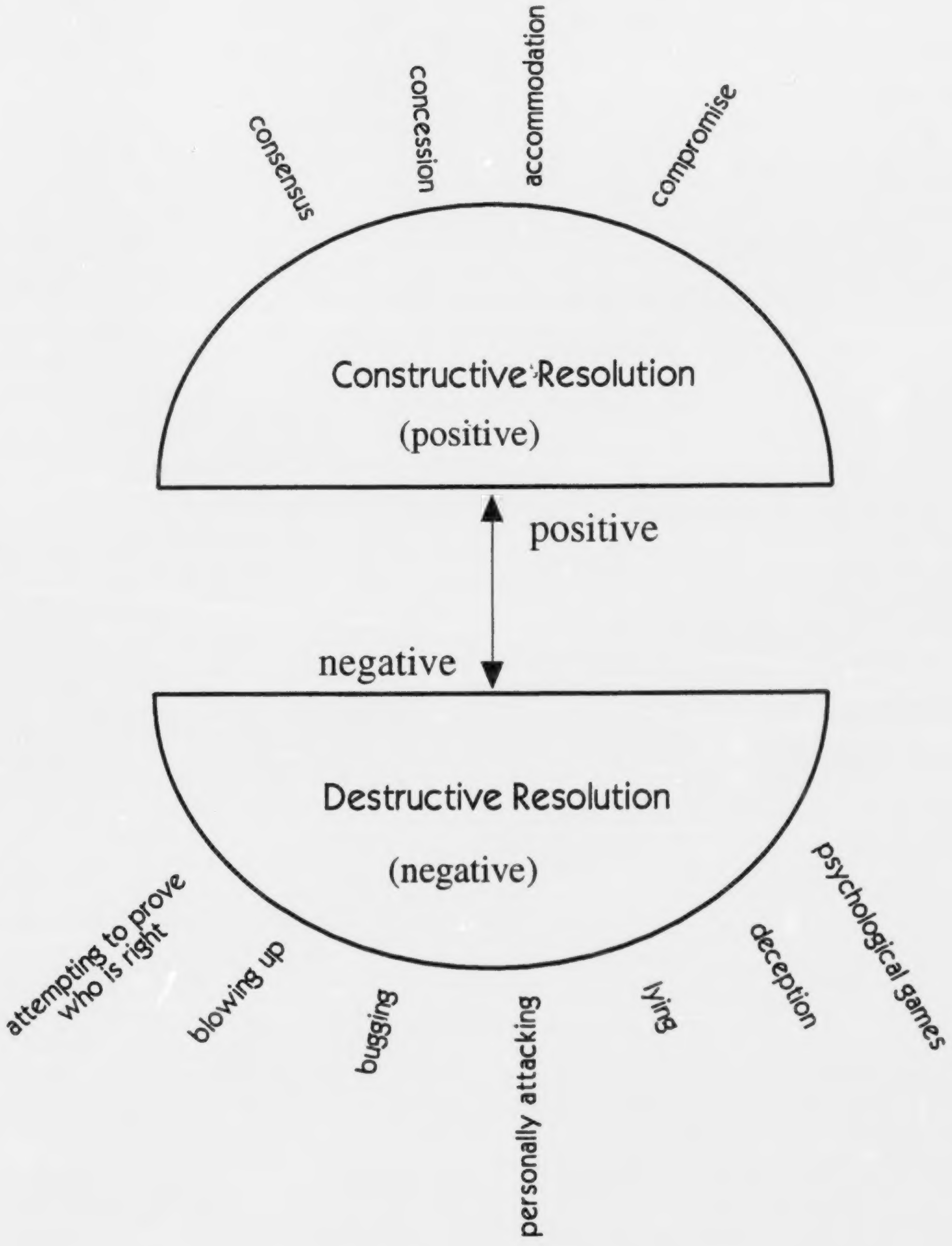
Positive Communication

- ✧ good posture
- ✧ a pat on the back
- ✧ pleasant greetings
- ✧ a smile
- ✧ eye contact
- ✧ a nod
- ✧ pleasant facial expressions
- ✧ quiet voices
- ✧ relaxed atmosphere
- ✧ patient responses
- ✧ praise
- ✧ a caring attitude

Negative Communication

- ✧ stiff, tense, or uptight posture
- ✧ an angry look
- ✧ no eye contact
- ✧ rolling eyes
- ✧ tense facial expressions
- ✧ loud voices
- ✧ tense atmosphere
- ✧ criticism
- ✧ little or no praise
- ✧ a feeling of distance

Methods Used to Resolve Conflicts



consensus
concession
accommodation
compromise

Constructive Resolution
(positive)

positive

negative

Destructive Resolution
(negative)

attempting to prove who is right
blowing up
bugging
personally attacking
lying
deception
psychological games

Constructive Conflict Resolution

Consensus

Both individuals are able to see each other's point of view and choose a solution that is beneficial for both of them.

Concession

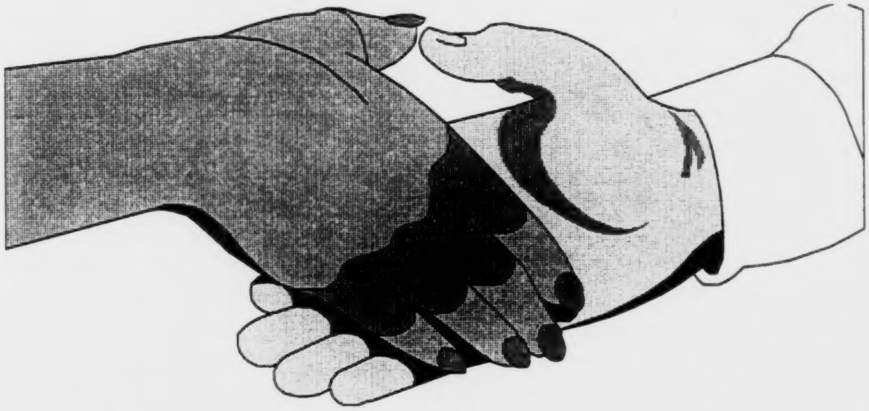
One individual agrees to accept the other's point of view in this instance.

Accommodation

Both individuals "agree that they disagree." They accept their differences and agree not to allow these differences to grow into major issues or problems.

Compromise

Both individuals agree to find a satisfactory and acceptable solution to the conflict. In compromise, solutions are usually based on a combination of the different viewpoints or the parties agree to choose an alternative solution. No one wins; no one loses.



Skills for Successful Negotiating

1. Be prepared with facts and information on the subject of the negotiation.

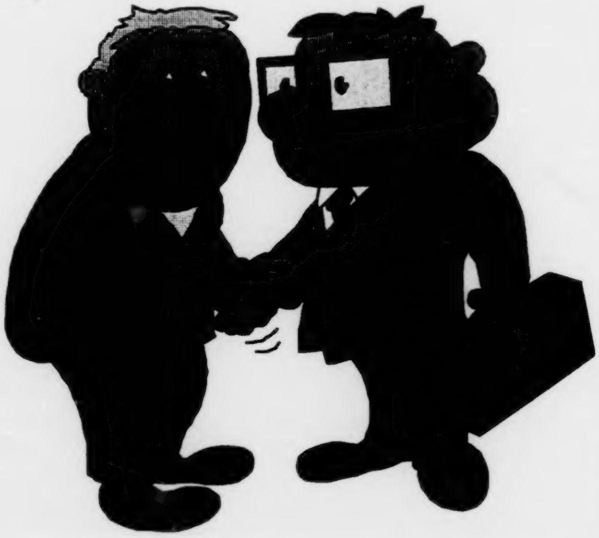
2. Set goals and limits.

3. Keep your cool. If the situation gets too stressed, take a "time out" to regain control.

4. Be a good listener.

5. Speak clearly and calmly.

6. Know when to close the negotiations.



Adapted from: *Negotiating for Dummies.* Michael C. and Mimi Donaldson. Southlake, TX: 10G Books Worldwide, 1996.

BEST COPY AVAILABLE

What Would You Do?

◆ Wayne and Lena have been married for twenty-two years. They are both in the same jobs that they started when they completed community college some twenty years ago. Wayne works in a window factory and Lena works for the state department of transportation. They have great jobs and excellent benefits. They really enjoy their work and look forward to the day when they can retire and do some travelling.

Wayne and Lena's oldest son, Chaz, is a student at a nearby university. He lived in the dorm the first year of college and then was in an apartment for about four months. Chaz could not handle his money and school work, so his parents made him move back home. Chaz knows he needs more help than just a place to live and sleep, but his parents want to know everything that he is doing at all times. He thinks his parents are constantly on him to shape up.

Valerie is Chaz' younger sister. She is a junior in high school and very responsible when it comes to keeping up her grades and managing money. In fact, she has acquired a sizable savings account. Valerie works about twenty hours a week at a local restaurant. She wants to major in Interior Design when she goes to college. Valerie wants to help her brother, but he is being resistant to outside help. Wayne and Lena want both of their children to be happy and productive.

What would you do if you were in Wayne and Lena's shoes?

What would you do if you were Chaz?

What would you do if you were Valerie?

RESPONSIBILITIES

Read each case study and identify the responsibilities that the individuals have to family, community, and society.

#1
Mari is a single parent with two small children. She is often up very late trying to get everything done at home and taking care of her children's needs. Her family life is hectic and she feels pressured in trying to balance work and family. As a result, she is often exhausted at work and unable to focus on her job.

#2
Karl is very unhappy with his job. He cannot seem to get along with his boss and he feels that most of his coworkers are against him. Karl likes the kind of work he is in and he is not sure he could find a similar position. Sandi is Karl's wife. She has enjoyed being able to be a full-time homemaker. She is afraid that Karl will lose his job and that she will have to go back to work as a teacher. Sandi is tired of Karl complaining and taking out his frustrations on her and the children.

#3
Ginny has been offered a job transfer to a larger city several hundred miles away. If she decides to take the offer, the company has given her two options. One option is to rent an apartment and stay in the larger city during the week and fly home on weekends. The other option is to move the whole family to the new job location. She and her family must decide whether to move.

#4
Felix is a firefighter. Although the work is rewarding, the emotional strain that he is under is often carried over to his family. Every day is different and he must be at his physical and mental best at all times. Felix loves his work, but he loves his family more. In the past, he coached a softball team and served as a youth sponsor at church. He misses those activities.

#5
Madeline is an older woman who must live on a small pension. She has been a widow for almost fifteen years. She is in good health and enjoys gardening and volunteering at a child care center two blocks away. Madeline really enjoys young children and sometimes entertains the kids in the neighborhood with snacks and games.

Goals That Contribute to Responsible Behavior

▲ Alyssa is a seventeen-year-old high school senior. She plans to attend a two year community college in a nursing program after high school graduation. She has spent a great deal of time working toward her long-term goal to be a licensed vocational nurse. Eventually, after being an LVN for a few years, she wants to become a registered nurse and receive her Bachelor of Sciences degree in Nursing. Alyssa has been dating Tye for almost two years. They have talked about marriage but want to wait until they have established their careers.

What are some of Alyssa's short-term goals?

What are some of Alyssa's long-term goals?

What responsible choices can Alyssa make to achieve her short-term and long-term career goals?

What responsible choices can Alyssa make to achieve her short-term and long-term personal and family goals?

▲ Shawnte and Emil are both 23 years old They recently graduated from college with degrees in education. Shawnte teaches second grade at the local elementary school and Emil coaches basketball and teaches social studies at the junior high school. The couple has been married for almost two years and have talked about having a baby. They want very much to start a family but feel they must get better adjusted to their teaching positions. Also, they would like to have more money saved so that Shawnte could be a full-time homemaker until their child or children started school.

What are some of Shawnte and Emil's short-term goals?

What are some of Shawnte and Emil's long-term goals?

What responsible choices can Shawnte and Emil make to achieve their short-term and long-term career goals?

What responsible choices can Shawnte and Emil make to achieve their short-term and long-term personal and family goals?

Roles and Responsibilities in the Community Questionnaire

Directions: Complete the questions and be prepared to share your responses with the class.

1. List three service organizations in your community/surrounding community. What services do they provide and whom do they serve?

2. What service organization in your community would you be willing to help?

3. Identify, by name, three people in your community who have or are fulfilling roles in community service. These roles could be as volunteers or in paid positions.

4. What do you personally feel that you have to give to your community? Explain.

5. What issues in your community do you think need to be addressed? How might you assist in addressing these issues?

6. What do you perceive people's roles and responsibilities in community involvement in general?

7. What do you think your role in community service will be?

8. How do you plan to balance work and family and become involved in the community?

Web Sites for Career Opportunities

American Association of Family and Consumer Sciences	*www.aafcs.org*
American Management Association	*www.amanet.org*
Career Magazine	*www.careermag.com*
Career Toolbox	*www.myfuture.com/career.html*
CareerMosaic	*www.careermosaic.com:80*
Careers Resource Center	*www.careers.org*
Center for Entrepreneurial Leadership Clearinghouse on Entrepreneurship Education	*www.celcee.edu/*
Center for Occupational Research and Development	*www.cord.org*
E-SPAN	*www.espan.com*
Monster Board	*www.monster.com*
National Association of Colleges and Employers	*www.jobweb.org*
Occupational Outlook Handbook	*stats.bls.gov/ocohome.htm*
Texas Workforce Commission	*www.twc.state.tx.us*
U.S. Small Business Administration	*www.sbaonline.sba.gov*

Practicing Communication Skills

◆ The purpose of these games is to help students describe qualities of effective communication.

The Block Game

Supplies needed: 8 blocks (approximately 10 inches long, 2x4's work best)

Divide the blocks into two sets (4 in each set). On block 1, write the word Happy on all sides. On block 2, write the word Angry on all sides. On block three, write the word Sad on all sides. On block four, write the word Frustrated on all sides. Other words can also be used. You should have two sets of identical blocks.

Each student should have a partner. Set up a divider, and place one student on one side and the other student opposite them. Each student should have a complete set of blocks on their side. The rest of the group observes. Either the teacher or a student arranges one set of blocks on one side for the student. That students then explains to the other student how the blocks are arranged. The other student repeats this for two other partners. This game can be varied many ways. For example, the first group cannot ask any questions, the second group can ask only *yes* or *no* questions, and the third group can talk freely back and forth. The object of the game is to get the same arrangement of the blocks on both sides.

True Story

Choose a short story for this activity or the one provided. One student is given the story to read in the hallway. Then, another student goes out into the hall. The first student has to tell the story from memory. Then, the student who read the story comes inside the classroom, and another student goes outside to hear that student tell the story. They keep telling the story until the last person has heard it. The last person tells the story to the whole group.

The Story

A farmer in western Kansas put a tin roof on his barn. Then a small tornado blew the roof off, and when the farmer found it two counties away, it was twisted and mangled beyond repair.

A friend and a lawyer advised him that the Ford Motor Company would pay him a good price for the scrap tin, and the farmer decided he would ship the roof to the company to see how much he could get for it. He crated it up in a very big wooden box and sent it off to Dearborn, Michigan, marking it plainly with his return address so that the Ford Motor Company would know where to send the check.

Twelve weeks passed, and the farmer didn't hear from the Ford Motor Company. Finally, he was just on the verge of writing them to find out what was the matter, when he received an envelope from them. It said, "We don't know what hit your car mister, but we'll have it fixed for you by the fifteenth of the month."

Source: Texas Agricultural Extension Service

Securing Employment

Locating Job Leads
Suggestions include the following:

- Use Teaching Aid 98, ***Where Do You Look for Jobs?***, to explain job lead sources.
- Prepare a visual display of newspaper "help wanted" ads, and explain how to locate and interpret information.
- Find out about public and private employment agencies in the community. For example, show where to find addresses and phone numbers in the telephone directory or Yellow Pages. Call the local office of your state employment agency to find out how to utilize their services.

Developing a Personal Resumé
Suggestions include the following:

- Obtain samples of resumés to share with the class.
- Develop a list of tips for preparing resumés.
- Use a resumé-writing software program to develop examples of effective resumés. Share the samples and software information.

Writing A Letter of Inquiry
Suggestions include the following:

- Use Teaching Aid 99, ***Letter of Inquiry***, to explain the purpose of a letter of inquiry and to provide tips for writing one.
- Provide samples of letters of inquiry for classmates to analyze.

Completing a Job Application
Suggestions include the following:

- Obtain sample copies of application forms for classmates to see. (Check with your Family and Consumer Sciences teacher, guidance counselor, or local employers for samples.)
- Use Teaching Aid 100, ***Completing an Application Form***, to provide tips for completing job application forms.
- Provide an opportunity for classmates to practice completing application forms.

TA 98
TEKS 12D *Management*

Where Do You Look for Jobs?

1. School Personnel
    - counselors
    - teachers
    - high school or college job placement office

2. Network of Family and Friends
    - a list of family and friends who can help you with job leads in the fields where you have interest
    - entrepreneurs you know

3. Employment Agencies
    - people seeking jobs meet with counselor at the employment agency; the counselor contacts various employers
    - private employment agencies— operated by people trying to make a profit
    - public employment offices — operated by federal or state government with free services; e.g., Texas Workforce Commission

4. Newspaper
    - "help wanted ads" with information on salary and job responsibilities
    - profile of local business community — growing businesses, employment trends, and announcements of promotions

5. Government Offices
    - city, county, regional, state, or federal levels

6. Job Postings by Employers, Professional Organizations, or Trade Publications
    - Go to Web sites for big businesses and professional organizations.
    - Trade publications may list positions available for employment in specific career concentrations.

Letter of Inquiry

▲ A letter of inquiry is an initial letter written to an employer to inquire about applying for a job. Following are suggestions for writing a letter of inquiry.

- Give the **title of the job** for which you are applying. If learned about the job through a newspaper ad, be sure to reference the **name and date of the newspaper**. The employer may be running more than one ad and will want to know which one you are answering.
- Briefly describe your job **qualifications and experience**, focusing on things you have done that would qualify you for the advertised position. You want to let the employer know why you would be a good candidate for the position.
- If you have no work experience, mention **volunteer experience**, **special interests**, or **anything about you that would convince the employer** that you are qualified for the job.
- **Offer to provide references** or additional information upon request.
- End the letter by **asking for an interview** and letting the employer know **where to call you**.

An Important Note:
Be sure to respond to a newspaper advertisement as soon as possible. If you delay, you may miss out on a job opportunity.

Completing an Application Form

▲ Hints for completing application forms:

- Read the entire form before starting to write.
- Follow directions carefully.
  1. Note whether the information is to be typed, printed, or handwritten.
  2. If asked to print or handwrite, always use a pen.
- Write clearly and neatly.
- Answer questions as briefly as possible.
- Be honest.
- Answer all questions. (If a question does not apply to you, write "N/A" for "not applicable." This shows that you did not overlook it.)
- If you have completed a resumé, take it with you; it will ensure that all the information is correct and complete.
- Read over the completed form when finished. Make sure every blank is filled.
- Avoid cross-outs and too many erasures.
- Use the word "open" for questions about salary. Putting down an amount could land you a salary below what was planned for or cause the employer to lose interest because of too high an amount. Discuss salary with the employer at the proper time during the interview.

Adapted from: *Career Connections Instructional Modules*, 1998. Home Economics Curriculum Center, Texas Tech University.

What Do Employers Expect?

Honesty

Punctuality

Willingness to learn

Loyalty

Ability to get along

Willingness to take responsibility

Cooperation

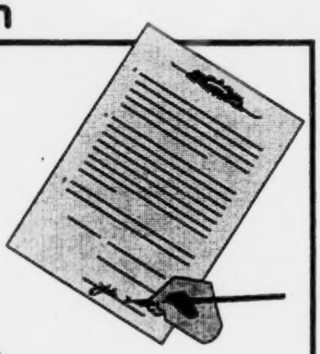
Terminating Employment

There are many reasons to **terminate**, or leave, a job. Sometimes employees have good reasons for leaving a job; however, often decisions to terminate employment are made hastily and without using sound judgement and decision-making skills. The decision to terminate a job should be made very carefully. When an individual decides to leave a job, he or she should try to leave on good terms with the employer.

Guidelines for positive termination include the following:

- A notice of intent to leave a job should be given to the immediate supervisor.
- A letter of resignation (a written notice) is preferable and should be prepared if required by company policy.
- Notice of termination should be given soon enough for the employer to find a replacement by the time the job is vacated, if possible.
- It is customary to give at least a two week notice; a four week notice is preferable if paid once a month.
- It is important to keep copies of all correspondence related to employment and termination.

Writing a Letter of Resignation



Tips for writing a letter of resignation include the following:

- State the exact date which you expect to be your last day of employment.
- Thank the employer for his or her help during your employment with the company.
- Give a brief explanation of why you are leaving, unless it is not appropriate due to a dispute, disagreement, etc.
- Write the letter in a business format. Be neat and sincere.

Mastering Positive Human-Relations Skills

Attitude

A person's self-image, relationships with others, and success in achieving goals are influenced by his or her attitude. Attitude involves one's general manner or feeling toward a situation or person. A positive work attitude means thinking about the work in a favorable manner. It is most important in getting and keeping a job.

When a person exhibits a positive attitude and other positive human relations traits, goals are achieved more easily and stress is reduced. Having a negative attitude toward a particular situation or person causes problems to appear more serious than they actually are. A negative attitude can lead to problems in getting along with co-workers, supervisors, and clients or customers. A positive attitude helps an employee carry out job responsibilities effectively and encourages job satisfaction. Enthusiastic employees concentrate on the positive attributes of a job as well as the positive attributes of other people. Cooperation, loyalty, optimism, patience, respect, enthusiasm, interest, and willingness are traits that show a person has a positive attitude.

Having a positive attitude toward co-workers helps everyone get along better. The ability to get along with other people influences success in any job. A friendly, sincere manner, willingness to do one's share of the work, and respect for the knowledge and skills of other employees help promote good relationships.

It also is important for an employee to develop an attitude of loyalty to his or her employer. A loyal employee follows the rules and policies of a business, and he or she is concerned with the quality of work and services provided.

A genuine interest in one's job is a quality every employee should develop. A positive attitude toward the employer, other employees, and the job helps a person deliver high-quality performance. There is no substitute for hard work in obtaining job success.

Personality

Personality is the visible aspect of one's character as it is presented to others. Some people may be described as having an outgoing personality and many seem to find it easy to talk with others and to be friendly. Other people may be described as being shy, and they may seem to find it difficult to carry on conversations. Being able to get along with different personality types is a desirable characteristic.

Personality traits create an image that projects to others. Personality traits include appearance, neatness, courtesy, manners, cheerfulness, friendliness, ambition, cooperativeness, honesty, sense of humor, dependability, generosity, poise, truthfulness, tact, self-control, and ability to get along with others. These and a variety of other traits cause a person to be perceived by others as having a certain type of personality. Individuals with a pleasant personality can successfully establish good relationships with others.

Self-control

There are times when problems can occur and it may be difficult to remain calm. Self-control is the ability of an individual to restrict his or her own emotions and actions. A successful employee must try to avoid unpleasant confrontations with co-workers, supervisors, clients, customers, and other individuals.

An individual can develop self-control by maintaining a pleasant disposition. Pausing to think before speaking or taking action helps a person to maintain self-control. Learning to remain calm in difficult situations is an important trait for any employee. Working hard to perform well and obtain the respect of supervisors and co-workers makes self-control easier. Learning to accept constructive criticism and maintain self-control is important in relationships with others.

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Mastering Positive Human-Relations Skills, Cont'd.

Initiative

Initiative is the ability to think and act without being prompted. An employee with initiative is one who is willing and able to observe tasks that need to be done and complete them without being told to do so. A willingness to learn is also a sign of initiative. The employee who is eager to learn will ask about opportunities for growth and learning. Employers recognize initiative by giving increasing responsibility to those employees who show an interest in opportunities to learn new skills.

Honesty

Honesty means being trustworthy, fair, and sincere. Employers expect employees to show honesty by maintaining high ethical standards, telling the truth, and handling the employer's possessions with care. Dishonest behavior includes stealing from a company and using company property for personal use. The most common item employees steal from their employers is time. Employees who report to work late, take extra time at breaks and lunch, leave work early, make personal phone calls, remain idle, and visit with other employees are using time for personal use that should be spent working.

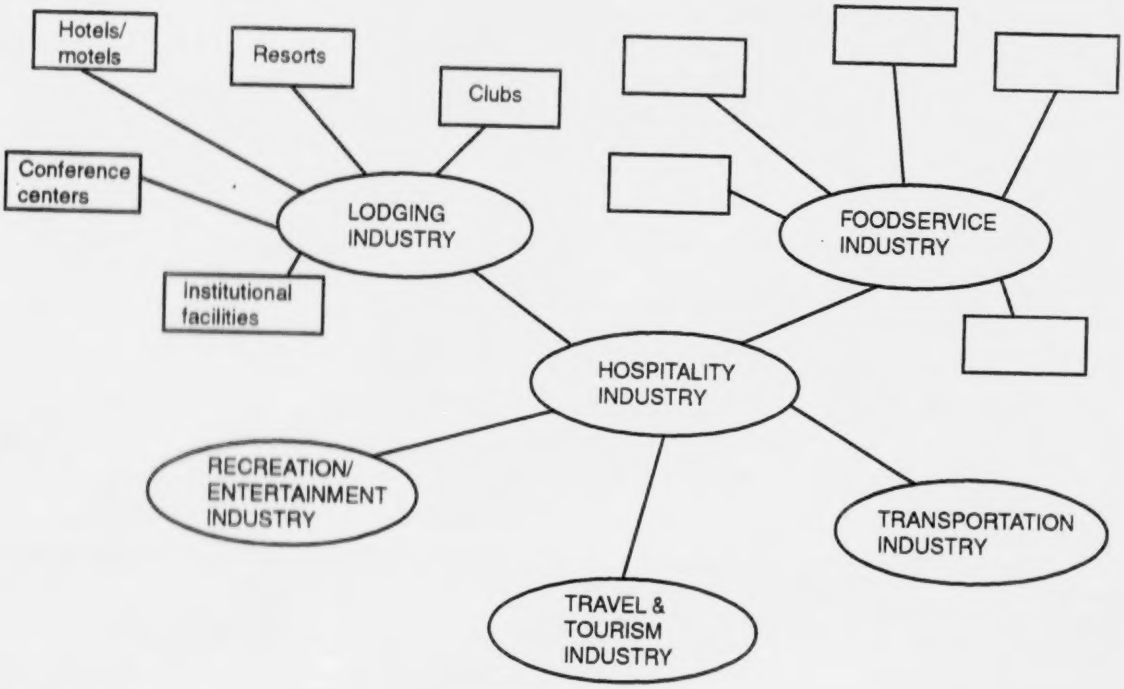
Cooperation

Cooperation involves willingness to listen to other people's views and opinions and to work toward common goals. Employees should become familiar with and follow the rules and policies of their employers. Willingness to complete all assigned tasks with a positive attitude is another characteristic of a cooperative employee. Even if personality problems exist between two employees, it is important for both individuals to avoid petty differences and work together as well as possible. Willingness to cooperate with co-workers and supervisors without insisting on doing things a particular way contributes to a positive environment for everyone.

Impact of Technology on Management Careers

Write an essay on how some of these examples (computers, televisions, video camcorders, FAX machines, microwave ovens, cellular telephones) of technology have impacted management careers. Be sure to consider the skills required to use technology now as well as in the future.

Web Diagram


Hotels/ motels
Resorts
Clubs
Conference centers
Institutional facilities
LODGING INDUSTRY
FOODSERVICE INDUSTRY
HOSPITALITY INDUSTRY
RECREATION/ ENTERTAINMENT INDUSTRY
TRAVEL & TOURISM INDUSTRY
TRANSPORTATION INDUSTRY

GUIDELINES FOR A CLASSROOM DEBATE

Discussion, Disagreement, and Debate: What's the difference?

Discussion:

- People talking to reach conclusions, to give and receive information, or to express their ideas in an informal and unplanned manner.

Disagreement:

- A disagreement stems from a discussion when individuals' opinions, thoughts, and beliefs differ.
- Like a discussion, a disagreement is usually informal and unprepared.

Debate:

- Opposing viewpoints are presented in a balanced, well organized, and researched manner by individuals or teams to persuade others of their position.
- Participants must have evidence to support their viewpoint.
- A debate does not "prove" or "decide" an issue. The team that offers the strongest debate gives better information for their arguments and effectively addresses arguments from the opposing team.
- In a debate, teams do not "have" arguments, they "present" arguments.
- The team that is "for" the proposition is called the ***affirmative team***. The team that is "against" the proposition is called the ***negative team***.

Preparing and Conducting a Classroom Debate:

1. **Select a topic.**

2. **State a proposition.** A ***proposition*** is the statement of opinions, thoughts, or beliefs on a particular viewpoint.

3. **Select teams.** Select the affirmative and negative teams and a chairperson for each team.

4. **List arguments.** Each team should list their arguments, choose their four strongest arguments, and predict their opponent's four strongest arguments.

5. **Appoint speakers.** Team members can select speakers, or each team member can present one or more arguments.

6. **Research and prepare evidence.** Teams should research and prepare evidence supporting the arguments and prepare a summary statement. Information should not be shared with the other team.

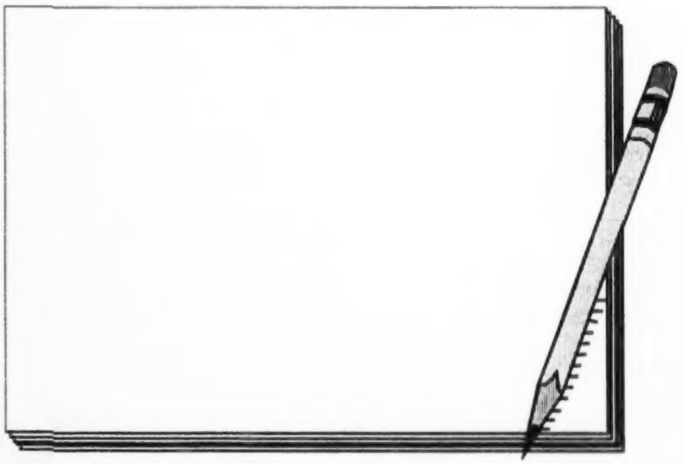
7. **Rehearse the debate.** Teams should rehearse the debate, but the other team should not hear the rehearsal. Arguments should be covered from the least important to the most important.

8. **Conduct the debate.** Team members will state positions they feel are true and will take turns explaining why their position is right and the opponent's position is wrong. An equal number of people should speak in an established order for equal amounts of time.

9. **Present decision of audience.** An audience will listen to the debates and decide which team presented the strongest case for their team's arguments.

"Jeopardy" Game Instructions

1. Use questions and answers written on 3x5 cards (answer on the front, question on the back) as subject matter for the "Jeopardy" game.
2. Divide 3x5 cards into three stacks. Assign cards in each stack 10 points, 20 points, and 30 points, respectively. Write the point value on the front of the card (along with the answer).
3. Form teams of 3-4 students, and give each team a colored "responder" card.
4. Have each team select a team captain and team scorekeeper.
5. The teacher reads aloud the answer from a card. The team captain who holds up the responder card first has the first opportunity to answer.
6. All team responses must be given in the form of a question. For example, you say, "providing their children proper nutrition." The correct student response would be something like, "What is a responsibility parents have related to physical development of their children?"
7. If the first team to respond gives the correct answer, they receive the point value for that item. If they answer incorrectly, then the point value is subtracted from their score and another team is given the opportunity to answer.
8. The team captain must confer with the team members before responding with a question.
9. The team captains hold up the "responder" card when their team is ready to respond. Only the team captain can hold up the responder card.
10. The team scorekeeper is responsible for keeping the correct score for the team. The scorekeeper should be included in determining the correct responses.
11. The team with the highest score is the winner.



Internet Terminology

AUP	*Acceptable Use Policy*; a written agreement signed by teachers, students, and parents outlining the terms and conditions of Internet use
Bookmarks	a list on your computer of your favorite Web pages
Browser	a special software program used to navigate the World Wide Web
Download	to copy information from another computer (Note: Upload means to send information to another computer.)
E-mail	Electronic mail; exchange of messages with people around the world over the Internet
FAQ	*Frequently Asked Questions*; files containing common questions asked and their answers
Home Page	the first page you see when you start your Web browser
HTML	*Hypertext Markup Language*; programming language used for creating Web pages
Hypertext	text on a Web page that contains links to other Web pages
Internet	the global computer network that connects millions of computers
ISP	*Internet Service Provider*; a company that provides access to the Internet through a phone line
Netiquette	rules of conduct for Internet users
URL	*Uniform Resource Locator*; the address used to locate a specific Web page
Web Page	a document stored on a computer that contains information and possibly graphics, sound, and even movies
Web Site	a university, government agency, or company that stores Web pages that you can view
WWW	World Wide Web; an Internet system that offers vast amounts of information

Netiquette

Netiquette is the accepted rules of conduct for Internet users. If you are going to use the Internet, you need to be aware of these rules:

- Always remember that there is a person at the computer on the other end.
- The Internet is not private. Do not type anything that you would not show your boss, your teacher, your principal, or your grandmother.
- DO NOT TYPE IN ALL CAPS BECAUSE THAT IS CONSIDERED SHOUTING.
- Always complete the subject line when sending a message so that the receiver can identify your subject.
- When responding to a message, state what you mean. Avoid just yes or no responses.
- Do not ramble on with your communication. Stay on the subject at hand.
- Never write put-downs. Respect others and their viewpoints.
- Do not copy other people's messages without their permission.
- Avoid obscenities or any offensive language.
- Be careful with humor; others may not be able to tell when you are "just kidding." Use a "smiley" [:)] to show you are kidding.